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ABSTRACT

This Idaho Social Science Exploratory course of study applies standards-based content knowledge and skills to an enhanced investigation of geography, history, entrepreneurism, and civic engagement at an eighth-grade level. The exploratory course draws upon the disciplines to emphasize concepts and generalizations from the social sciences, promotes the integration of skills and knowledge, encourages the transfer of knowledge and skills to life, and has the potential to challenge and excite students. Recalling the students' background knowledge of state, country, and world cultures, the course examines past and present events that have shaped and continue to shape the human experience. This explanatory course, offered prior to high school, provides an instructional opportunity for the remediation of skill development, content background, and geography assessment. The ultimate goal of social studies in Idaho is to develop the civic competence and civic participation of Idaho's youth. The K-12 social studies standards in history, economics, and civics/government include an interwoven thread of civic education developed according to the language of the national civics and government standards. Following an introduction, the guide is divided into four blocks: (1) "Location and Place: Exploring the Idaho Landscape"; (2) "Migration: Idaho's Diverse Cultures"; (3) "Conflict and Compromise: Idaho's Regional Identities"; and (4) "Turning Points: The Interaction of People and Their Environment in Idaho." Each block is subdivided by "Goal and Objectives"; "Idaho Achievement Standards"; and "Strands and Materials." Appended are the Idaho Achievement Standards. (BT)

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ED 463 226

COURSE OF STUDY

Idaho Department of Education

Social Science Exploratory

SO 033 688

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Dr. Marilyn Howard
State Superintendent of Public Instruction

Social Science Exploratory

Dr. Dan Prinzing
Coordinator: Social Studies
Idaho Department of Education
P.O. Box 83720
Boise, ID 83720-0027
Phone 208-332-6974 • Fax 208-332-6997
Email: dprinzing@sde.state.id.us

Course Contributors:

Christine Bubb	Newspaper in Education, The Idaho Statesman
Becky Jensen	Law-Related Education Program of the Idaho Law Foundation
Jeri Kleppin	Alliance of Idaho Geographers
Kris Major	Idaho State Historical Society
Steve Shake	Caidwell

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Introduction

Esto perpetua. (May she endure forever.)

"If you get someone from Idaho to tell you about their state, they'll probably use words such as *deepest, longest,* and *highest.* They won't be just bragging. Idaho, a Rocky Mountain state, deserves these descriptions. Hells Canyon, at 7,900 feet, is the deepest canyon in North America. The Salmon River is the longest river to lie entirely within one state's boundaries. Shoshone Falls is one of the highest waterfalls in the world. The drop from these falls is farther than that of Niagara Falls. People from Idaho will no doubt use the word *most,* too. The state raises the most potatoes in the United States, and it has some of the most rugged mountains in the Northwest - the Bighorn Crags. It also boasts one of the most beautiful lakes in the world, Coeur d'Alene Lake. Idaho is a state that has a little of everything." Thompson, Kathleen. Portrait of America: Idaho. Raintree Steck-Vaughn Publishers, 1996.

Identified on the state's suggested social studies scope and sequence chart as an eighth grade offering, the Social Science Exploratory course-of-study applies standard's-based content knowledge and skills to an enhanced investigation of Idaho's geography, history, entrepreneurism, and civic engagement.

Social studies instruction in the middle grades provides a pivotal opportunity for both the student and teacher to experience the topical and thematic development of the social sciences. An exploratory course draws upon the disciplines to emphasize concepts and generalizations from the social sciences, promotes the integration of skills and knowledge, encourages the transfer of knowledge and skills to life, and has the potential to challenge and excite students. Recalling the student's background knowledge of state, country, and world cultures, the course examines both past and present events that shape the human experience. Furthermore, an exploratory course, offered prior to the high school, provides an instructional opportunity for the remediation of skill development, content background, and geography assessment.

Suggested Resource: Thayer, Thomas N. & Shar L. Murphy. Idaho History: Discovering Tomorrow Through Yesterday, 2001. Northwest Speaks, Inc.

Idaho Achievement Standards:

Standards provide widely agreed upon guidelines for what all students should learn and be able to do. They are useful in the development of curricular frameworks, course outlines, textbooks, professional development programs, and systems of assessment. The ultimate goal of social studies in Idaho is to develop the civic competence and civic participation of Idaho's youth, the citizens of today and tomorrow. The K-12 social studies standards in history, economics, and civics/government include an interwoven thread of civic education developed according to the language of the national standards for civics and government.

"Achievement of the [national standards for civics and government] should be fostered not only by explicit attention to civic education in the curriculum, but also in related subjects

such as history, literature, geography, economics, and the sciences and by the informal curriculum of the school, the pattern of relations maintained in the school and its governance...Standards alone cannot improve student achievement, teacher performance, or school quality, but they can be an important stimulus for change." (National Standards for Civics and Government, Center for Civic Education: Calabasas, CA, 1994)

Each of the *Social Science Exploratory* instructional blocks is built upon supporting Idaho Achievement Standards. Drawing from the content knowledge and skills identified in the Fifth grade, the Middle Grades Geography, and the Middle Grades U.S. History Idaho Achievement Standards, the course is designed to review, remediate, and re-apply essential concepts.

Teacher Resource: Idaho Achievement Standards available at www.sde.state.id.us.

Middle School

As noted in " Social Studies in the Middle School: A Report of the Task Force on Social Studies in the Middle School" (Approved by the NCSS Board of Directors in January 1991):

> The characteristics of middle level learners can be organized in such a way that four basic themes emerge. To avoid confusion with the term "theme," often used in middle school literature to refer to organizers for interdisciplinary instruction, we shall refer to these as motifs.
>
> These four motifs are categories of concern shared by individuals and the larger society. They should function throughout the program to personalize academic instruction and increase its relevance to the student and connection to societal imperatives. They are concerns, which, if addressed positively at the individual level, can result in improved social conditions.
>
> With the adoption of these motifs, the characteristics of the student become the driving force behind the planning, implementation, and evaluation of the program.
>
> 1. *Concern with self: development of self-esteem and a strong sense of identity*
> The personal concerns of middle school students are so powerful that teachers must strongly consider them if meaningful instruction is to occur. The teacher and the curriculum can address the concerns related to self-esteem, physical growth and change, and relations with peers, and other developmental qualities within the context of history, culture, the humanities, and parts of the social studies program.

Appropriate teaching strategies include:

- use of interest inventories, journals, independent research, student diaries and letters, biographies, performances and presentations, and portfolios.
- Anticipated student outcomes include:
- acquisition of appropriate skills and attitudes to be a lifelong learner;
- ability to communicate effectively;
- competence in conducting activities necessary for research, critical thinking, and problem solving;
- ability to recognize and capitalize upon the relationships between school subjects, as well as integrate experiences with academic knowledge;
- awareness and use of primary sources

2. *Concern for right and wrong: development of ethics*
Ethics has undoubtedly become a major concern in our nation today. Business and government have been tarnished especially by lapses in ethical behavior. Meanwhile, in this environment, young adolescents are forming the personal standards, values, and beliefs that will guide their decisions and actions for life, and thus influence our society. The middle school is the last best place to provide a strong sense of right and wrong to guide students toward problem solving and decision making that integrate the highest ethical standards.

Appropriate teaching strategies include:

- use of role-playing, simulations, interviews, mock trials, case studies, opportunities for class governance, debates, discussion of controversial issues, and prejudice reduction activities.

Anticipated student outcomes include:

- commitment to democratic values and ethical standards;
- ability to think critically and to analyze one's own thoughts and actions.

3. *Concern for others: development of group and other-centeredness*
Students learn to become responsible members of society through interactions with others. Concern for the oppressed and unfortunate is natural at this age and with nurturing can lead to a commitment of

service to society. Among the most effective methods for promoting the skills and values associated with democratic citizenship is service to the school and community. Students who learn social studies content through such experiences are able to interact with people of diverse backgrounds and achieve a broad understanding of society.

Appropriate teaching strategies include:

- school or community service, oral histories, group projects and presentations, peer tutoring, surveys and polls, media productions, cooperative learning, small group discussions.

Anticipated student outcomes include:

- ability to function effectively as a member of a variety of political, economic, and social groups such as the family, marketplace, and the community;
- a sense of efficacy in analyzing and participating in contemporary affairs, public policy matters, and global issues;
- understanding of the significance of the past to one's own life and to current social issues.

4. *Concern for the world: development of a global perspective*
A global perspective includes the knowledge and attitudes that reflect an awareness of the pluralistic, interdependent, and changing nature of the world community. Middle level learners are developing a broad worldview and the schools must engage them in examining the content and context of persisting global issues, the elements of human values and cultures, global systems, and global history.

Appropriate teaching strategies include:

- guest speakers representing other lands, exchange programs, international pen pals, cultural programs with foreign language classes, classroom museums, culture kits, international festivals, international service projects, community-in-the-world projects, development and use of data bases, use of interactive video, computer simulations.

Anticipated student outcomes include:

- respect for cultural diversity, knowledge of diverse cultures, and intercultural competencies;
- understanding of and appreciation for the delicate relationship between humans and the natural world;

- knowledge of temporal and spatial relationships and of the world as a dynamic system.

We recommend that one or more of the motifs be incorporated in each instructional unit or series of lessons or activities so that student concerns with self, ethics, others, and the world are addressed. For example, within a series on the civil rights movement, students may be asked to maintain a fictional diary; conduct oral history interviews of the 1960s or research the struggle of a civil rights activist; examine the lyrics of protest music and in a small group write and present a song to the class; or investigate existing laws to determine if any discriminate against people based on race or gender and, if appropriate, take action to change them. In this way, student needs and interests in themselves, others, ethical issues, and the larger world guide instruction toward informed and active citizenship.

Additional Instructional Principles

Additional instructional principles are found in the various studies and curriculum proposals, including *Charting a Course; Building a History Curriculum; Guidelines for Geographic Education, Caught in the Middle,* and *Project 2061: Science for All Americans* (1989). With modifications and additions, these principles can be applied to social studies instruction and help guide effective classroom practice for the middle level.

- Begin with what is familiar. Learning builds upon what is familiar and interesting to students, rather than upon abstractions outside their range of experience, understanding, or knowledge.

- Develop a historical perspective. Developing a sense of the past is an important social studies endeavor that can provide a meaningful framework for young adolescents searching for purpose and coherence in their own lives.

- Emphasize clear communication. Clear communication requires clear thinking. Classroom opportunities to develop critical thinking are available through discussions, forums, debates, media productions and class or school publications. One's ideas are developed by trying them out with others. Personal relations, public affairs, and the demands of the media make communication skills, including listening, an essential goal for social studies instruction.

- Offer opportunities for decision-making. Students engage in a variety of activities and situations that call for decision-making. Gaining control over their own learning experiences enables them to develop a sense of personal satisfaction and self-worth. Decision-making skills involving relations with others, social

issues, or responses to peer group pressures contribute toward the development of skills, values, and responsibilities necessary for effective citizenship.

- Provide a significant audience. Sharing results of student work with others provides motivation, encourages quality, reinforces learning, and can result in a sense of pride and achievement. This can be accomplished by having students display projects, publish writing, make presentations, or give performances in their own or other classes, other schools, for parents or other adults, or for the general public.

- Expand the classroom into the community. Encourage students to take advantage of all available community resources-libraries, museums, government, businesses, knowledgeable individuals-to advance their education. Moreover, through community service, students can contribute to their society while developing an appreciation for human dignity and diversity, a respect for rights and responsibilities, and a sense of fellowship and social justice.

- Performance-based assessment of learning outcomes can be most effective when student evaluations are closely linked to the program of instruction, both in terms of objectives and the tasks required. "Authentic" assessment consists of evaluation tasks that replicate the behaviors students should be able to perform in their daily lives. Typical among these are writing essays and reports, conducting research, preparing and presenting a talk, or solving a problem or a complex situation. For middle schools to adopt such an assessment program would strengthen their commitment to relevant and meaningful instruction (Wiggins 1989).

A number of performance-based activities and/or competitive opportunities are available for Idaho students in the middle grades. Each of the following is referenced in the course-of-study.

Idaho History Day [historical theme]
History Day is a highly regarded and academically challenging history program. This educational contest fosters academic achievement and intellectual growth. In addition to acquiring useful historical knowledge and perspective during the series of district, state and national competitions, students develop critical thinking and problem solving skills that will help them manage and use information now and in the future. History Day participation is truly an experience that lasts a lifetime.

History Day is an exciting way for students to understand history and explore the past. Students create imaginative exhibits, original performances, documentaries, and papers related to an annual National History Day theme.

Contac:: Kris Major, Education Specialist, Idaho State Historical Society (208/ 334-2120)

Idaho Geographic Bee [geography]
The National Geographic Bee occurs in three stages, beginning at the school level. Schools that register for the Bee receive materials to hold their competitions. Each school winner takes a written test, and the top hundred scorers in each state and territory compete at the state level.

State-level Bees are held in the spring, and the winner of each state Bee proceeds to the national competition.

The 55 state and territory winners meet at National Geographic Society headquarters in Washington, D.C., for the national competition. The number of contestants is narrowed to ten finalists, who compete for a $25,000 college scholarship. The second- and third-place winners receive $15,000 and $10,000 scholarships, respectively. *Jeopardy!* host Alex Trebek moderates the final competition.

Contact: Jo Anne W. Kay, Tetonia Elementary School, 215 South 5th, Tetonia, ID 83452 (208/ 456-2288)

Project Citizen [civics]
This project is intended to help students learn how to express their opinions, how to decide which level of government and which agency is most appropriate for dealing with a problem they identify, and how to influence policy decisions at that level of government. It calls for the students to work cooperatively with others in their class and, with the help of their teacher and adult volunteers, to accomplish the following tasks:

1. Identify a problem to study.
2. Gather information.
3. Examine solutions.
4. Develop their own public policy.
5. Develop an action plan.

The class will use the materials they have gathered and written as they accomplish these tasks to develop a class portfolio. Portfolios are displayed each March in the Idaho Statehouse; one portfolio is selected as Idaho's entry in the National Project Citizen competition held in conjunction with the annual summer National Conference for State Legislatures.

Contact: Dr. Dan Prinzing, Coordinator: Social Studies, Idaho Department of Education (208/ 332-6974)

Newspaper in Education (NIE) [current events]
NIE, Newspaper in Education, is a cooperative effort between schools and newspapers to promote the use of newspapers as an educational resource.

As teachers try to keep up with a rapidly changing world, newspapers bring present-day excitement to language arts, math, science, civics, social studies, geography, and history. Research shows that students who use newspapers as a learning resource have a better awareness of the world. Their achievement scores and reading skills increase.
NIE is dedicated to promote literacy, increase social awareness and raise the level of media message comprehension among students of all ages.

Contact: Christine Bubb, NIE Coordinator, The Idaho Statesman (208/ 377-6200)

Write Like a Reporter
"Words are the tools a writer uses to tell a story. Chosen carefully and used creatively, words are powerful tools. Even though television adds colorful moving pictures and radio uses sound effects and speakers' voices to interpret their stories, these media depend on words to tell the facts. Print journalists may have the luxury of using more words than broadcast journalists to tell their stories, but all must choose their words carefully to achieve the most interesting and understandable stories." Journalism Matters, 2001.National Textbook Company.

As an instructional strategy to capture the students' stories of Idaho, each Exploratory course-of-study Block includes a series of writing activities in which the students are asked to "Write Like a Reporter." End of course assessment is captured in each student's Idaho newspaper – written throughout the year's study. Each student is creating his/her newspaper one piece at a time – assessment occurring both formatively throughout the year and summative at the end of the course.

Journalistic writing styles, strategies, and activities are included in each Block. (Reprinted with permission granted by the Newspaper Association of America Foundation.)

Parent and Community Involvement
In "Eight Lessons of Parent, Family, and Community Involvement in the Middle Grades," Barry Rutherford and Shelley H. Billig identified,

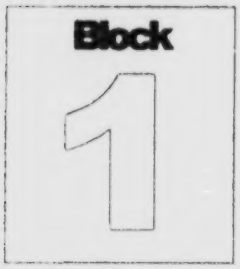
> Families need connections to the curriculum. During the elementary grades, the connection of families to curriculum is easier to maintain. In the middle grades, however, multiple teachers, the increasing complexity of course content, and students' growing need for autonomy weaken this connection.

> It is important for families to remain involved in their children's learning, recognizing that the ways in which they are involved will undergo fundamental change during the middle-grade years.

Inherent within the exploratory course content and recommended performance-based activity is the opportunity for parent and community involvement. As the student becomes engaged with the investigation of his/her local community and state, classroom instruction will move beyond the school setting. Inviting parent and community resources to become a part of the instruction will ultimately support Abraham Lincoln's contention, "Upon the subject of education, I can only say that I view it as the most important subject which we, as a people, can be engaged in."

Assessment

Assessment of student progress toward mastering individual standards should be on going and imbedded in each instructional block. Ideally, this assessment should be formative in nature and help guide subsequent instruction. Student performance can/should be assessed in a variety of formats, including performance assessment as well as traditional testing formats. At the completion of this course, an end of course assessment can be used to validate student performance. The State Department of Education is currently in the process of developing a summative assessment for this course of study.



Location and Place:
Exploring the Idaho Landscape

To explore the historical relationship between people and place in Idaho

Objectives:

1. Identify the significant physical characteristics of Idaho.
2. Describe the geological forces that shape the Idaho landscape.
3. Compare how different groups view the Idaho landscape.
4. Evaluate how sources of power and authority affected the interactions between indigenous people and explorers.
5. Define and understand entrepreneurship and the economic opportunities in the West.

"About 5 miles South of us we saw snow on the top of a mountain, and in the morning there was a severe white frost: but the sun shines very warm where we now are. At three o'clock we proceeded on, and at the foot of the dividing ridge, we met two Indians coming to meet us, and who appeared very glad to see us. The people of this nation instead of shaking hands as a token of friendship, put their arms round the neck of the person they salute."

Patrick Gass, August 19, 1805, Corps of Discovery

Standard: 446.01

Acquire critical thinking and analytical skills.

Content Knowledge and Skills

- 446.01.c: Identify various methods used by historians to learn about the past.
- 446.01.d: Analyze, organize, and interpret information.

Standard: 449.01

Understand the role of migration and immigration of people in the development of the United States.

Content Knowledge and Skills

- 449.01.d: Identify the motives of the major groups who participated in the western expansion by leaving the east and heading west.

Standard: 469.01

Understand the spatial organizations of people, places, and environment on the earth's surface.

Content Knowledge and Skills

- 469.01.a: Describe the characteristics, functions, and advantages of maps, globes, photographs, satellite images, and models.
- 469.01.b: Develop and use different kinds of maps, globes, graphs, charts, databases, and models.
- 469.01.c: Identify the locations of certain physical and human features and events on maps and globes and answer related geography questions.
- 469.01.d: Use mental maps to answer geographic questions and to analyze how they reflect an individual's attitude toward places.

Standard: 469.02

Understand the human and physical characteristics of places and regions.

Content Knowledge and Skills

- 469.02.a: Analyze the physical characteristics of places.
- 469.02.b: Analyze the human characteristics of places.
- 469.02.d: Identify the criteria used to define types of regions.
- 469.02e: Evaluate characteristics of places and regions from a variety of points of view.

Standard: 469.03

Understand the physical processes that shape and change the patterns of the earth's surface.

Content Knowledge and Skills

- 469.03.a: Correlate physical geography and climate conditions.
- 469.03.d: Analyze physical patterns in terms of what created them.

Standard: 474.01

Understand the evolution of democracy.

Content Knowledge and Skills

- 474.01.b: Evaluate and interpret the concepts of popular consent, respect for the individual, equality of opportunity and personal liberty.
- 474.01.d: Provide and evaluate examples of social and political leadership in American History.

Standard: 475.01

Understand the role of exploration and expansion in the development of the United States.

Content Knowledge and Skills

- 475.01.a: Trace the spread of early human societies and the rise of diverse cultures in the United States.
- 475.01.b: Identify significant countries and their roles and motives in the European exploration of the Americas.
- 475.01.c: Analyze and describe the interactions between native peoples and the European explorers.
- 475.01.e: Describe the United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans.
- 475.01.f: Know the factors that contributed to western expansion in the United States in the 1800s.

Standard: 483.01

Understand basic economic concepts.

Content Knowledge and Skills

- 483.01.b: Know the economic motivations for the constant expansion of the western border of the United States.

Standard: 484.01

Understand there are many influences on economic systems.

Content Knowledge and Skills

- 484.01.b: Explain the role of government policy in the economic development of the United States.

Standard: 513.01

Know the different types of economic institutions and understand how they differ from one another.

Content Knowledge and Skills

- 513.01.b: Identify the business characteristics of an entrepreneur.

Social Science Strands and Materials

Geography:

The geographic themes of location and place help students to understand the physical setting for the story of Idaho. By knowing where we are and what the place looks like, the students have created a mental map to use as a personal tool for reference.

Directions in Geography: A Guide for Teachers. National Geographic Society, Washington, D.C., 1991.

History:

Human encounter with the Idaho landscape sets the stage for our unique development in history.

Eleven traveling exhibits focusing on Idaho history are available through the Idaho Historical Museum. Each exhibit can be reserved for display in your classroom for up to six weeks. The cost is $35 per exhibit and each exhibitor is responsible for shipping costs to the next location. Exhibit topics include: Prehistory; Native American Experience and Early European Contact; Migration and Settlement; and Idaho History Through Literature and Art. Contact the Idaho Historical Museum (208/ 334-2120) to schedule a traveling exhibit.

The Lewis and Clark Trunk is part of the Traveling Exhibit Program. Seven lesson plans accompany this trunk and focus on the journal writing, plant identification, and the mapmaking activities of the Corps of Discovery's trip through Idaho. The articles in the trunk are replicas of items actually packed by Lewis and Clark for their trip west. Artifacts can be used in hands-on lessons. The Lewis and Clark Traveling Trunk can be borrowed for up to two weeks. The cost of using the trunk is free except for the return postage. Contact Cindy Allen at the Idaho State Historical Museum (208/ 334-2120 or callen@ishs.state.id.us) to schedule the trunk.

Slide shows, complete with scripts, can be borrowed from the Idaho State Historical Society for up to two weeks. These programs include: Indians of Idaho; and Idaho Visual History. For more information, contact (208) 334-2120.

Civics:

Introducing the concept of authority and power will help the students gain a greater understanding of its purpose and use in daily life. Applied to the exploration of Idaho, students recognize how authority shaped our modern state.

Foundations of Democracy: Authority, Privacy, Responsibility, and Justice. (Middle School Edition). Center for Civic Education, 1993.

Economics:

"Our young people are challenging us to provide them with educational opportunities to understand the role of entrepreneurship and to acquire the knowledge and skills required for successful entrepreneurship. Unfortunately, general recognition of what content should lie at the core of the entrepreneurship education has not kept pace with the compelling and accelerating case emerging for entrepreneurship education – especially in the educational delivery community. In particular, many schools and curricula have inadvertently clambered onto the much better understood and more accessible bandwagon of business management education in their well-intentioned attempts to tackle the more poorly understood and elusive goal of real entrepreneurship education. We must begin, then, by examining what lies at the core of entrepreneurship and by contrasting that with the different but complementary role of day-to-day business management functions." Excerpt from "Entrepreneurship Education: Opportunity in Search of Curriculum" by Dr. Marilyn Kourilsky.

Kourilsky, Marilyn L. Entrepreneurship: Debriefing Teachable Moments. Kaufmann Center for Entrepreneurial Leadership, 1996.

Suggested Entrepreneur Case Study:

Levi Strauss (resource: www.levistrauss.com/about/bio.html)

Levi Strauss

Levi Strauss, the inventor of the quintessential American garment - the blue jean - was born in Buttenheim, Bavaria on February 26, 1829 to Hirsch Strauss and his second wife, Rebecca Haas Strauss. Hirsch, a dry goods peddler, already had five children with his first wife, who had died a few years earlier: Jacob, Jonas, Louis, Rosla and Mathilde. Levi - named "Loeb" at birth - and his older sister Fanny were the last of the Strauss children; Hirsch succumbed to tuberculosis in 1845.

Two years after his death Rebecca, Loeb, Fanny and Mathilde emigrated to New York. There, Jonas and Louis, who had already made the journey and had started a dry goods business, called "J. STRAUSS BROTHER & CO", met them. Young Loeb soon began to learn the trade himself, and by 1850

he was known among his family and customers as "Levi" (in the census of that year, his name is spelled "Levy").

When news of the California Gold Rush made its way east, Levi decided to emigrate to San Francisco to make his fortune: not by panning gold, but by selling supplies to the throngs of miners who arrived daily in the big city to outfit themselves before heading off to the gold fields. In January of 1853 he became an American citizen, and in March he arrived in bustling, noisy San Francisco, establishing a dry goods business under his own name and also serving as the West Coast representative of the family's New York firm.

The first address where Levi conducted business in wholesale dry goods (that we know of) was at 90 Sacramento Street, and the name of his firm was simply, "Levi Strauss." In the 1850s this location was very close to the waterfront, handy for receiving and selling the goods that arrived by ship from his brother Jonas' store in New York. In 1856 Levi moved the business to 62 Sacramento Street and then to 63 & 65 Sacramento as its trade and reputation expanded. By this time David Stern - who was married to Levi's sister Fanny - was associated with the firm. In 1861 the business relocated to 317 & 317 Sacramento Street, and in 1863 the company was renamed "Levi Strauss & Co." Then in 1866 Levi moved the headquarters again, to larger quarters at 14-16 Battery Street, where it remained for the next forty years.

Levi installed gaslight chandeliers, a freight elevator and other amenities to the new location. It was the headquarters of the now-prosperous firm; the Eastern sales office remained with Jonas Strauss in New York. In his mid-thirties, Levi was already a well-known figure around the city. He was active in the business and cultural life of San Francisco, and actively supported the Jewish community. He belonged to Temple Emanu-El, the city's first synagogue, and was a contributor to the gold medal given annually to the best Sabbath School student. Despite his stature as an important businessman, he insisted that his employees call him Levi, and not Mr. Strauss.

In 1872, Levi received a letter from Jacob Davis, a Reno, Nevada tailor. Davis was one of Levi Strauss' regular customers; he purchased bolts of cloth from the company to use for his own business. In his letter, he told the prosperous merchant about the interesting way he made pants for his customers: he placed metal rivets at the points of strain - pocket corners, and at the base of the button fly. He didn't have the money to patent his process, so he suggested that Levi pay for the paperwork and that they take out the patent together. Levi was enthusiastic about the idea and the patent was granted to both men on May 20, 1873.

He knew that demand would be great for these riveted "waist overalls" (the old name for jeans), so Levi brought Jacob Davis to San Francisco to oversee the first West Coast manufacturing facility. Initially, Davis supervised the cutting of the blue denim material and its delivery to individual seamstresses

who worked out of their homes. But the demand for overalls made it impossible to maintain this system, and factories on Fremont and Market Streets were opened.

As the end of the 19th century approached, Levi stepped back from the day-to-day workings of the business, leaving it to his nephews. David Stern had died in 1874 and his four sons - Jacob, Sigmund, Louis and Abraham - came into the business over the next few years. In 1890 - the year that the lot number "501®" was first used to designate the denim waist overalls - Levi and his nephews officially incorporated the company, though by this time he had begun to concentrate on other business and philanthropic pursuits.

Levi had been a charter member and treasurer of the San Francisco Board of Trade since 1877. He was a director of the Nevada Bank, the Liverpool, London and Globe Insurance Company and the San Francisco Gas and Electric Company. In 1875 Levi and two associates purchased the Mission and Pacific Woolen Mills from the estate of former silver millionaire William Ralston. Much of the mill's fabric was used to make the Levi Strauss & Co. "blanket-lined" pants and coats. Levi was a contributor to the Pacific Hebrew Orphan Asylum and Home, the Eureka Benevolent Society and the Hebrew Board of Relief. In 1895 he and a number of other prominent San Franciscans provided funds to build a new railroad from San Francisco to the San Joaquin Valley (a project which unfortunately failed). And in 1897 Levi provided the funds for twenty-eight scholarships at the University of California, Berkeley.

During the week of September 22, 1902 Levi began to complain of ill health but by Friday evening the 26th, he felt well enough to attend the family dinner at the home on Leavenworth Street that he shared with Jacob Stern's family. He awakened briefly in the night, and told the nurse in attendance that he felt "as comfortable as I can under the circumstances." Then, peacefully, he died. His death was headline news in the Sunday, September 28 edition of the San Francisco Call. On Monday, the day of his funeral, local businesses were temporarily closed so that their proprietors could attend the services. The eulogy was read at Levi's home by Rabbi Jacob Voorsanger of Temple Emanu-El; afterward, company employees escorted the casket to the Southern Pacific railway station, where it was transported to the Hills of Eternity Cemetery in Colma (now Home of Peace), south of San Francisco.

Levi's estate amounted to nearly $6 million, the bulk of which was left to his four nephews and other family members. Other bequests were made to the Pacific Hebrew Orphan Asylum, the Home for Aged Israelites, the Roman Catholic and Protestant Orphan Asylums, Eureka Benevolent Society and the Emanu-El Sisterhood.

In summing up Levi's life and the establishment of his business, the San Francisco Call stated: "Fairness and integrity in his dealings with his Eastern factors and his customers and liberality toward his employees soon gave the

house a standing second to none on the coast." An even more fitting testimonial was pronounced by the San Francisco Board of Trade in a special resolution:

"...the great causes of education and charity have likewise suffered a signal loss in the death of Mr. Strauss, whose splendid endowments to the University of California will be an enduring testimonial of his worth as a liberal, public-minded citizen and whose numberless unostentatious acts of charity in which neither race nor creed were recognized, exemplified his broad and generous love for and sympathy with humanity."

* * * * * * * *

On April 18, 1906 San Francisco was devastated by a massive earthquake and fire. Counted among the buildings which did not survive the catastrophe was the headquarters of Levi Strauss & Co. on Battery Street. The gas chandeliers were shaken from the walls and the escaping gas added to the already dangerous fire hazard. The building survived the earthquake, but not the fire, which raged for three long days: all dry goods, furnishings and business records were destroyed. The factories on Fremont and Market Streets suffered the same fate.

It was a great loss; but it did not signal the end to the company. As the ashes cooled, the Stern brothers made plans for a new facility and a new factory, as their uncle Levi would no doubt have done. They also continued to pay employee salaries and extended credit to other, less fortunate merchants until they could get back on their feet.

For although buildings and factories fell, the company built by Levi Strauss was bedrock solid, due to his foresight, his business sense and his unswerving devotion to quality.

QUESTIONS FOR DISCUSSION

1. How did the experiences of his life help Levi Strauss become a successful entrepreneur?

2. What type of business was Levi Strauss pursuing in his career?

3. How would you describe the personal characteristics of this successful entrepreneur?

Overhead

ENTREPRENEURS ARE:

ACHIEVEMENT ORIENTED

HARD WORKING

NON-CONFORMIST

STRONG LEADER

TOUGH MINDED

SELF-CONFIDENT

RISK-TAKER

FLEXIBLE

GOAL-SETTER

ENTHUSIASTIC

OPTIMISTIC

RESOURCEFUL

INDEPENDENT

How Can You Become More Entrepreneurial?

Write Like a Reporter

Terms; Introduction to the newspaper; Review the local section; Write a news story; Write and design a classified ad for a position of authority; Design the front page

Newspaper Terminology

Flag: Name of the paper as it appears on page 1.

Banner: Headline in large letters running across the entire width of the newspaper.

Headline: Title above a newspaper story.

Wire Services: News-gathering agencies that distribute news and photos to subscribing papers.

Jumpline: Copy that tells reader where a story is continued.

Dateline: Line at the beginning of a story that gives the place of a reported incident.

Cutline: Caption that explains picture.

Graphic: Design generated either locally or by the Associated Press.

Byline: Name of writer.

Page Index: Table of contents listed by topic and section/page.

Teasers: Tells readers what other interesting stories appear in that day's edition.

Lead: Opening lines of a news story.

Feature: A story of interest, but not "hard news".

R.O.P.: Run of Press Advertising (not inserted into the paper).

Dummy: A diagram or layout of a newspaper page, showing the placement of stories, headlines and pictures.

Copy: All manuscript or printed matter prepared for printing.

Ear: Space at top of front page on either side of paper's name. Used for weather news, index, circulation figures or to call attention to something in the paper.

Beat: Reporter's regular routine for covering news sources.

Freedom and Responsibility of the Press

Freedom of the press is the right to publish facts, ideas and opinions without interference from the government or from private groups. This right is guaranteed by the First Amendment to the U. S. Constitution and it applies to newspapers, books and all other news media such as TV, radio and computer networks.

There have been debates about freedom of the press since printing began in the 1400s, because words have great power to influence people. In some foreign countries, dictators try to control and censor the press so it will not oppose them. Newspaper editors and writers, on the other hand, fight for as much freedom as possible.

Our Constitution grants freedom of the press to encourage the exchange of ideas and to check the power of government. People in democracies need information to keep them aware of what the government is doing and why. To vote responsible, citizens must rely on honest journalists to provide accurate and timely news of public issues.

The privileges of freedom come with responsibilities. In the United States, newspapers regulate themselves to a great extent.

Respectable publishers do not print stories they know are false or that could lead to crime, riot or revolution. They also don't print libelous material, obscenities or other information that might offend a large number of readers. (Libel is a printed or written statement that is false and harms a person's reputation.)

Most newspapers strive to be fair and objective, presenting all the facts of a story in a truthful way.

Study the Pros

News stories are designed to give readers a maximum amount of information in an efficient manner. For many years, news writers have used an "inverted-pyramid" format. Four of the essential *"five W"* elements-*who, what, when* and *where*-are contained in the first, or lead, paragraph of the news story. Additional details follow, with the least important information at the end of the story. The fifth element, *"why"* or "how," of the story often must be inferred by the reader. Today, many writers try to get readers' attention with an unusual opening, such as an intriguing statement, a captivating question or an engaging quotation. In these stories, the "five W" elements usually appear in the second or third paragraph. In many cases, the writers craft a special ending for the story as well.

The traditional inverted-pyramid style still appears in many wire stories, while local stories may open with an attention-getting lead. Newspaper writing styles are changing for several reasons: With older technology, it was more tedious for editors to lay out the stories in the newspaper. A story sometimes had to be "cut" to fit the space allotted for it, so the least important information at the end of the story was eliminated. With faster computers and computerized layout programs, editors have better control over the length and placement of stories in the newspaper.

1. Analyzing News Stories

- Find a news story with the traditional inverted-pyramid structure. Circle the information that tells *who, what, when and where.* Underline the sentences that tell *why* or how.
- Find a news story with an attention-getting lead. Then circle the *who, what, when* and *where* words and underline the sentences that tell *why* or how.
- Look at the last piece of information in each story. Is it the least important information in each case?
- Compare the two stories. Which writing style do you like better? Explain why.

Writer's Planning Sheet

A good news writer must collect information about a news event, organize it carefully and present it clearly. Use this planning sheet to prepare your story:

1. List the *five Ws* for your story.

- *Who*
- *What*
- *When*
- *Where*
- *Why/How*

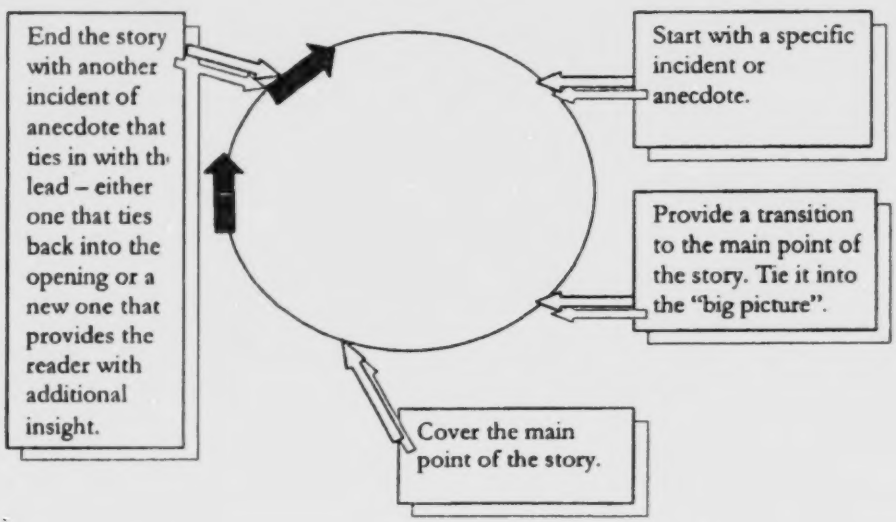
2. List additional details
3. List any quotes from people involved in the event.
4. Write a five-step plan indicating the way you will sequence the information you've gathered.
5. Write a traditional lead paragraph for a story written in inverted-pyramid style.
6. Write an attention-getting introductory sentence.
7. Select one of the leads you've written and finish your story.

Assessment

- **Commendable**—Student writing far exceeds minimal level of performance. Content, language and organization are superior.
- **Acceptable**—Criterion is met at a minimal level. Student writing contains required elements but lacks originality.
- **Revisit**—Criterion is not met. Student writing is too weak or unfocused to be acceptable.

	Commendable	**Acceptable**	**Revisit**
The story contains all the *five Ws* information.			
The story contains additional relevant information.			
The story is arranged in a logical way.			

Formula for Writing


End the story with another incident of anecdote that ties in with th lead – either one that ties back into the opening or a new one that provides the reader with additional insight.
Start with a specific incident or anecdote.
Provide a transition to the main point of the story. Tie it into the "big picture".
Cover the main point of the story.

Supplemental Materials

Aerial Tapestry is a 60-minute celebration of Idaho's mountains, rivers, deserts, and lakes. "One could spend a lifetime searching for a single image that is Idaho - only to realize, happily, that the allure of this place lies precisely in its dazzling diversity of altitudes and attitudes."

Available at Idaho Public Television (KAID) video sales, 1-800-543-6868; $19.95 (no shipping charge to schools). A preview copy is available at the Idaho State Library, 208/ 334-2152.

Geographic Information System (GIS)

> A GIS is a kind of supermap, computer software that links geographic information (where things are) with descriptive information (what things are like). Unlike a flat paper map, where "what you see is what you get," a GIS can have many layers of information underneath its surface. Moreover, that descriptive information is virtually unlimited in both depth and breadth.

For more information and suggestions for classroom use, contact the Idaho Department of Administration, 208/ 332-1824.

Suggested Performance-based Activities

Foundations of Democracy: Authority, Privacy, Responsibility, and Justice "How Should We Choose People for Positions of Authority?" (Lesson attached)

History Day (see Introduction)

Sample Lessons

Submitted by Jeri Kleppin (Weiser)

WOW! WHAT A PLACE!

Purpose	To help students understand the concept of "place" and explore it by asking geographic questions so they gain appreciation for its many aspects
Connection to Curriculum	Geography, Language, Mathematics, Economics
Geography Themes	Place, region, location, movements, interaction
Materials	Standard #2 pencils

Notebook paper
State road maps

Objectives

The student will be able to:

- locate towns on a road map using the index and coordinates.
- hypothesize concerning the origin of the name of the town or place.
- write a creative news story documenting the name's origin.
- develop a "geographic eye" about their surroundings.

Procedure

1. Introduce the idea of "place" by discussing the "when will we be there?" syndrome of traveling with children compared to others with a greater appreciation for our surroundings ("see the USA in your Chevrolet").
2. With students paired, list enough curious town or place names so each pair has one name to work with.
3. Working as a whole, find the each name and its coordinates on the road map's index. Locate each place name on the map itself.
4. Speculate with the students about possible surroundings and settlements.
5. Assign each pair a place name to brainstorm about concerning its origin. They are to write a creative news story about their speculations and ideas.
6. Share these news stories with the entire class.
7. Using reference material available, share the true origin of the place names.

Closure

We live in a great big world full of wonderful, mind boggling places. As we learn more about each place we gain historical and geological perspectives as well as understandings of other peoples and their places: wherein lies the road to peace and harmony among the world's peoples.

Extending the lesson

Calculate the mileage traveling among the places.
Speculate and research the reasons for state and county borders.
Ask geographic questions related to collected artifacts:
What is it? Who used it? How was it used? How was it made?
Consider a map of your town and analyze why it has taken its present shape.

How Should We Choose People for Positions of Authority?

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Foundations of Democracy: Authority, Privacy, Responsibility, and Justice, Middle School Level.
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Purpose of Lesson

This lesson introduces you to a set of intellectual tools which are useful in selecting people to fill positions of authority. These tools are also useful in evaluating the qualifications of persons who are in such positions. When you have finished this lesson, you should be able to identify and explain the requirements of a position of authority. You should also be able to identify and explain the qualifications a person should have to fill the position.

Terms to Know

position of authority
qualifications
duties
powers
limitations
diligence

Why should we be careful in selecting people to fill positions of authority?

Every day our lives are influenced by people in positions of authority, that is, people whose role or job gives them authority to regulate or control some part of our lives. For example: elected officials and those who are hired to assist them are in positions of authority. We give a great deal of power to many of these people. People who are well qualified to exercise authority can make our lives easier and better. Unqualified people in positions of authority can make our lives difficult and unpleasant.

Different positions of authority call for people with different qualifications -knowledge, skills, talents, and characteristics. Someone who is well qualified to be a police officer might not be qualified to be a judge. A person qualified to be a judge might not make a good police officer. When selecting people for positions of authority, it is important to consider what qualifications they should have to do their jobs well.

You may have the opportunity to choose people for positions of authority. For example: in your school you might vote to elect someone for class president. When you are eighteen, you will have the right to vote to select people to serve in your government. Let's begin this part of our study by examining the qualifications of two leaders who filled important positions of authority early in the history of our nation.

Critical Thinking Exercise

IDENTIFYING QUALIFICATIONS FOR LEADERSHIP

The following was adapted from The Winning of the West by Theodore Roosevelt, U.S. president and historian (1858-1919). In this selection, he writes about the explorers Meriwether Lewis (1774-1809) and William Clark (177~1838). As you read this excerpt, think about the characteristics Lewis and Clark had that qualified them to lead an expedition to the West.

Lewis and Clark Expedition

Lewis and Clark were appointed by President Thomas Jefferson to lead an expedition through the Louisiana Territory. The United States had bought the territory from France in 1803. With luck, they hoped to find a water route to the Pacific Ocean.

Most of the area which they would cover had never been visited by people from the eastern United States. Vast plains, Native American tribes, mountains, and many rivers stood between them and their goal. President Jefferson, who chose Lewis and Clark for the journey, wanted them not only to get to the Pacific and back safely, but also to write about what they saw along the way.

Lewis and Clark were very accurate observers. Rarely have other explorers described so well the physical features, the animals, and plants of a newly discovered land.

Of greater importance, the two young captains had the qualities necessary to lead an expedition through unknown lands. They kept good discipline among the crew. They punished any wrongdoers, but not severely. They did their share of the work, took the same risks, and suffered the same hardships as the other members of the expedition.

Lewis and Clark were liked and respected by their followers, who obeyed them with loyalty and cheerfulness. They showed respect and concern in dealing with the Native American tribes. Only people who were so brave and thoughtful could have led the party safely among the dangers that they met.

Examining the Situation

1. What were the responsibilities of Lewis and Clark?
2. What qualifications did Lewis and Clark have that helped them fulfill their responsibilities?

How should we choose someone for a position of authority?

In the last activity, you listed some responsibilities of a particular position of authority. You also identified some of the qualifications of Lewis and Clark that enabled them to do their job well.

Following are some intellectual tools--a specific set of questions to ask and ideas to consider--that are useful in deciding whether someone is qualified for a particular position. Review them to prepare for the next exercise.

1. What are the duties, powers, privileges, and limitations of the position?

Before you can decide how well qualified a person is for a position, you must first consider what the position involves. To do this, examine the position and answer the following questions:

What are the duties or responsibilities of the position?

What powers or abilities to exercise authority are given to the person filling the position?

What privileges are given to the person filling the position?

What limitations or restrictions are placed on the powers of the person in the position?

What qualifications should a person have to fill the position?

Each position has different requirements. A person needs to have the qualifications necessary for the particular job. Depending on what the position is, some important qualifications might include the following:

special knowledge or skills
ability to be fair
honesty
intelligence
diligence (willingness to work hard)
reliability or dependability
courage
ability to work with others
respect for the rights and needs of others
commitment to important values and interests

3. What are the strengths and weaknesses of each candidate?

   Each candidate's strengths and weaknesses should be considered in terms of the qualifications required for the position.

4. Based on your answers to the first three questions, which candidate would best fill the position? Why?

   You should be able to explain the reasons for your choice.

Critical Thinking Exercise

IDENTIFYING QUALIFICATIONS REQUIRED FOR A POSITION OF AUTHORITY

The following activity will give you an opportunity to practice using the intellectual tools you have just studied. Imagine that you are a member of a student government committee. You are to recommend students to serve as judges on a student court. The judges will be

responsible for holding hearings and recommending punishments for students accused of causing discipline problems at your school.

Working in small groups, complete the chart on the next page. In the left-hand column of the chart, read the description of the duties, powers, privileges, and limitations on power for the position of a student judge. In the right-hand column, list the qualifications you think a person should have to do the job well. The first blank is filled in to give you an idea of the type of answers you might give. Use a copy of the chart for your answers.

After all groups have completed the exercise, each group should report its findings and discuss them with the entire class.

Using the Lesson

1. Select a position of authority. Describe the position in your journal and list the qualifications a person should have to fill the position.
2. Think of an upcoming election in your area for city, state, or national office. Give a short talk to your class discussing the questions that you think voters should ask themselves about the qualifications of the candidates.

Duties, Powers, Privileges, and Limitations of the Position of Student Judge

Duties. A student judge has the duty to:

1. listen to all evidence presented in the hearing,
2. question the accused student and any other witnesses, and
3. interpret and apply school rules.

Powers. A student judge has the power to:

1. require accused students to appear for a hearing,
2. require witnesses to appear and testify,
3. keep order in the hearing,
4. remove unruly persons from hearings, and
5. decide cases and make recommendations about discipline and punishments.

Privileges. A student judge has the following privileges:

1. the right to be excused from some school responsibilities in order to perform the job of judge, and
2. the right to hold hearings in private without teachers or administrators present.

Limitations. As limitations on his or her power, a student judge

1. must provide fair hearings according to the rules,
2. may not unfairly favor one student over another,
3. must make decisions on the basis of facts and school rules, and
4. may not recommend unfair or unreasonable discipline or punishments.

Characteristics a student judge should have to perform these duties. A student judge should be

1 able to listen well

2. open-minded

To exercise these powers, a student judge should be…

To be trusted with these privileges, a student judge should be…

To comply with (stay within) these limitations, a student judge should be…

Block

2

Migration: Idaho's Diverse Cultures

To recognize how Idaho's resources attracted a diverse population of settlers.

Objectives:

1. Identify where, why, and how population groups settled Idaho.
2. Describe the contributions each population group made to Idaho culture.
3. Evaluate the impact of gender, race, ethnicity, religion, and national origin on individual/ political rights.
4. Define and understand entrepreneurship and the economic opportunities in Idaho.
5. Differentiate between cultural folklore and historical record.

"Nearly everyone whom I knew had a Chinese cook, and usually he was not only the cook but generally house boy – washing, ironing, and doing all of the heavy work." ("Boise in the Seventies was a Delightful City," Idaho Statesman, 23 July 1939, p. 6, as quoted in Yu, Li-hua. Chinese Immigrants in Idaho. Ph.D. dissertation, Bowling Green State University, 1991. Pp. 128-129.)

Standard: 446.01

Acquire critical thinking and analytical skills.

Content Knowledge and Skills

- 446.01.c: Identify various methods used by historians to learn about the past.
- 446.01.d: Analyze, organize, and interpret information.
- 446.01.e: Identify different points of view and frames of reference.

Standard: 469.01

Understand the spatial organizations of people, places, and environment on the earth's surface.

Content Knowledge and Skills

- 469.01.e: Analyze and explain human settlement as influenced by physical environment.
- 469.01.f: Explain patterns of land use in urban, suburban, and rural areas.
- 469.01.h: Describe the patterns and process of migration and diffusion.

Standard: 469.02

Understand the human and physical characteristics of places and regions.

Content Knowledge and Skills

- 469.02.e: Evaluate characteristics of places and regions from a variety of points of view.
- 469.02.f: Understand the effects of technology on cultural groups' perceptions of places and regions.

Standard: 469.04

Understand the migration and settlement of human populations on the earth's surface.

Content Knowledge and Skills

- 469.04.a: Analyze the ways groups, societies, and cultures address human needs and concerns.
- 469.04.c: Describe ways in which human migration influences character of a place.
- 469.04.d: Analyze the population characteristics of places to explain population patterns.
- 469.04.e: Describe the structure of different populations through the use of key demographic concepts.

Standard: 473.01

Acquire critical thinking and analytical skills.

Content Knowledge and Skills

- 473.01.b: Differentiate between historical facts and historical interpretations.

Standard: 474.01

Understand the evolution of democracy.

Content Knowledge and Skills

- 474.01.b: Evaluate and interpret the concepts of popular consent, respect for the individual, equality of opportunity and personal liberty.
- 474.01.d: Provide and evaluate examples of social and political leadership in early American history.

- 474.01.e: Evaluate the impact of gender, race, ethnicity, religion, and national origin on individual/ political rights.

Standard: 475.01

Understand the role of exploration and expansion in the development of the United States.

Content Knowledge and Skills

- 475.01.e: Describe the United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans.

- 475.01.f: Know the factors that contributed to western expansion in the United States in the early 1800s.

Standard: 476.01

Understand the role of migration and immigration of people in the development of the United States.

Content Knowledge and Skills

- 476.01.a: Analyze the religious, political, and economic motives of voluntary immigrants from different parts of Europe who came to North America.

- 476.01.c: Describe the history, interactions, and contributions of the various groups of people who have lived and migrated throughout North America.

Standard: 483.01

Understand basic economic concepts.

Content Knowledge and Skills

- 483.01.b: Know the economic motivations for the constant expansion of the western border of the United States.

Standard: 484.01

Understand there are many influences on economic systems.

Content Knowledge and Skills

- 484.01.b: Explain the role of government policy in the economic development of the United States.

Standard: 513.01

Know the different types of economic institutions and understand how they differ from one another.

Content Knowledge and Skills

- 513.01.b: Identify the business characteristics of an entrepreneur.

Social Science Strands and Materials

Geography:

The geographic theme of movement helps students to understand that as people move they bring their ideas, technology, history, and cultural identity to a new landscape.

Directions in Geography: A Guide for Teachers. National Geographic Society, Washington, D.C., 1991.

History:

The stories of migration to Idaho are as diverse as the people themselves; discovering the stories helps the students appreciate the state's unique history.

Eleven traveling exhibits focusing on Idaho history are available through the Idaho Historical Museum. Each exhibit can be reserved for display in your classroom for up to six weeks. The cost is $35 per exhibit and each exhibitor is responsible for shipping costs to the next location. Exhibit topics include: *Raices Historica*: Hispanic Roots of Idaho; Family Cultures; *Amerikanuak!* Basques in the High Desert; and Idaho History Through Literature and Art. Contact the Idaho Historical Museum (208/ 334-2120) to schedule a traveling exhibit.

Slide shows, complete with scripts, can be borrowed from the Idaho State Historical Society for up to two weeks. These programs include: Indians of Idaho; The Chinese in Early Idaho

History; Women in Idaho History; and Idaho Visual History. For more information, contact (208) 334-2120.

Civics:

As various population groups settle within any given area, they discover cultural differences in idea and behavior. Introducing the concept of privacy will help the students examine the rights of the individual versus the interests of society.

Foundations of Democracy: Authority, Privacy, Responsibility, and Justice. (Middle School Edition). Center for civic Education, 1993.

Economics:

"The signature of true entrepreneurship is characterized by three attributes: the identification or recognition of market opportunity and the generation of a business idea (service or product) to address the opportunity; the marshaling and commitment of resources in the face of risk to pursue the opportunity; and the creation of an operating business organization to implement the opportunity-motivated business idea.." Excerpt from "Entrepreneurship Education: Opportunity in Search of Curriculum" by Dr. Marilyn Kourilsky.

Kourilsky, Marilyn L. Entrepreneurship: Debriefing Teachable Moments. Kaufmann Center for Entrepreneurial Leadership, 1996.

Suggested Entrepreneur Case Study:

Excerpts taken from "Stepping Stones to Empowerment: Chinese Servants in the American West" by Terry Abraham.

Resource: http://www.uidaho.edu/special-collections/stepping.htm

Entrepreneurship is the ability to see value where others do not. It is also the ability to "make lemonade when life hands you lemons." Living on the margins of the culture attunes one to the imbalance of goods and services. Domestic service provided the Chinese with an experience at the heart of the culture, within the Caucasian home, in the bosom of the family; an experience that offered glimpses of needs that could be fulfilled from the margin. Many seized the entrepreneurial moment and made a successful life for themselves in a strange land among a strange people.

Domestic service as a stepping-stone to entrepreneurship has not, and perhaps cannot, be proven. However there are numerous examples in the literature of Chinese men who began their American life as servants and moved out to establish businesses and other ventures. Among these are:

Ted Loy [Eng Moon Loy]

Born in the Taishan district of China in 1879, Loy followed his parents to Seattle in 1891. (U.S. Census 1920: Idaho, Nez Perce County, Lewiston, Precinct 3, sheet 2A; Campbell, Thomas W. The Elders/ Ted Loy. *Lewiston Morning Tribune*, 11 December 1977, p. 5C;

Campbell, Thomas W. Ted Loy, Chinese Pioneer, Is Dead at 101. *Lewiston Morning Tribune,* 21 March 1981, p. 2B; Loy's grandson stated that Ted Loy's name was actually Eng Moon Loy; Eng was his surname (Gorden Lee, personal communication to Priscilla Wegars, 1994). His gravestone in the Lewiston Normal Hill Cemetery gives his name as Eng Ted Loy. I appreciate Priscilla Wegars' provision of her notes on Lewiston pioneers Ted Loy and Gue Owen.) A few years later, possibly after working as a cook in Portland, he was employed on a steamboat traveling on the Columbia River and Snake Rivers, from Celilo Falls to Lewiston, Idaho. (Campbell, Thomas W. The Elders/ Ted Loy. *Lewiston Morning Tribune,* 11 December 1977, p. 5C; Campbell, Thomas W. Ted Loy, Chinese Pioneer, Is Dead at 101. *Lewiston Morning Tribune,* 21 March 1981, p. 2B. Loy's grandson, Gorden Lee, stated that Eng Moon Loy was "driven out of Portland for union activities" because he had "joined with Caucasian cooks trying to [work] fewer hours [in order] to spend more time with their families" (Gorden Lee, personal communication to Priscilla Wegars, 1993). For more on steamboats on the river, see Randall V. Mills, Stern-wheelers up the Columbia. Palo Alto, Pacific Books, 1947. Pp. 83-84.)

In 1900, by some reports, he was noticed by the local agent for the steamship company, John P. Vollmer, and was offered a position in that household. (Campbell, Thomas W. The Elders/ Ted Loy. *Lewiston Morning Tribune,* 11 December 1977, p. 5C; Campbell, Thomas W. Ted Loy, Chinese Pioneer, Is Dead at 101. *Lewiston Morning Tribune,* 21 March 1981, p. 2B; Elsensohn, Sister M. Alfreda. Idaho Chinese Lore. Caldwell, Caxton, 1970. p. 22. Loy lived on the second floor in the Vollmer house.) Vollmer was a prominent businessman in Lewiston with interests in trade, banks, flourmills, electric power, telegraphs, telephones, and transportation. ("John P. Vollmer," in French, Hiram T. History of Idaho. Chicago, Lewis Publishing Company, 1914. v.3, pp. 1006-1007.) Later, Loy transferred his employment to the home of another Lewiston banker, William F. Kettenbach. (*Lewiston Morning Tribune*, 4 June 1962, p. 14.)

Leaving domestic service, Loy apprenticed under Louie Kim at the Portland Cafe and then moved on to the kitchen at the Bollinger Hotel. (Trull, Fern Coble. The history of the Chinese in Idaho from 1864 to 1910. MA Thesis, University of Oregon, June 1946. Pp. 58, 60; *Lewiston Morning Tribune,* 6 October 1935, sect. 2, p. 6. The dates of Loy's Portland Cafe employment are not known. *Lewiston Morning Tribune*, 4 June 1962, p. 14.) Married in 1918, by 1920 he owned his own restaurant. (U.S. Census 1920: Idaho, Nez Perce County, Lewiston, Precinct 3, Sheet 2A. The name of the restaurant he owned at that time is not known.) He remained active in the restaurant business as cook, owner and manager of a variety of establishments until his retirement in 1968. (Campbell, Thomas W. The Elders/ Ted Loy. *Lewiston Morning Tribune,* 11 December 1977, p. 5C; Campbell, Thomas W. Ted Loy, Chinese Pioneer, Is Dead at 101. *Lewiston Morning Tribune,* 21 March 1981, p. 2B; Bailey, Robert G. and Paul B. Blake, compilers. *Nez Perce County, Idaho and Asotin County, Washington 1927 Directory.* Lewiston, ID: R. G. Bailey and P. B. Blake. [1927]. Pp. 57, 60; *Lewiston Morning Tribune,* 4 June 1962, p. 14; Polk, R. L. and Company. *Polk's Lewiston City and Nez Perce County (Idaho) Clarkston City and Asotin County (Washington) Directory 1931-32.* Seattle: R. L. Polk and Co. 1931. p. 120; Elsensohn, Sister M. Alfreda. Idaho Chinese Lore. Caldwell, Caxton, 1970. p. 22; Bailey, Robert G., compiler. *City of Lewiston and Nez Perce County, Idaho; City of Clarkston and Asotin County, Washington 1948 Directory.* Lewiston, ID: R. G. Bailey. [1948] Pp. 65, 79, 85, 96-A, 128-D.) He was a member of the local temple society, along with other Lewiston

restaurateurs. (Idaho State Historical Society photograph, No. 2961.) He died in Lewiston in 1981, age 101. (Campbell, Thomas W. Ted Loy, Chinese Pioneer, Is Dead at 101. *Lewiston Morning Tribune,* 21 March 1981, p. 2B. Ted Loy's gravestone, in the Lewiston Normal Hill Cemetery, is engraved in both Chinese and English. The English reads, "Eng Ted Loy / July 3, 1880 / Mar. 19, 1981.")

Gue Owen [Ng Gue Owen]

Gue Owen arrived in Idaho around 1875 at about twelve years of age. He first worked in the mines at Elk City but soon quit that and dropped down to the Camas Prairie above Lewiston, Idaho. Here, he cooked for prominent landowner Loyal P. Brown in Mt. Idaho. (*Lewiston Weekly Tribune*, 2(16): 1, 11 January 1894.) He apparently worked for a Mrs. Owen, from whom he derived his surname. She taught him to make bread, a skill he used to supply loaves to the Army troops defeated by the Nez Perce at White Bird Canyon in 1877. (Pfafflin, Grace. Pioneer Chinamen of Idaho. Seeing Idaho, 1:9(February 1938) p. 24.)

Gue Owen was employed by the Robinson family in Grangeville from 1875 to about 1885. While in Grangeville he attended school where he honed his English. He also worked for a Mr. John T. Brown and at a Grangeville laundry. (*Lewiston Weekly Tribune*, 2(16): 1, 11 January 1894. Elsensohn, Sister M. Alfreda. Pioneer days in Idaho County, v.1. Caldwell, Caxton, 1947. P.136-137; in 1904 he is reported as having "lived in Lewiston and vicinity since 1877." *Lewiston Morning Tribune*, 14(285) 2:3, September 1904.)

In 1887 or so, he returned to China to get married. After a year, and the birth of a boy, he returned to Idaho. (*Lewiston Weekly Tribune*, 2(16): 1, 11 January 1894.) In 1889 he was apparently employed as cook and servant to anthropologist Alice Fletcher and her troupe who traveled throughout the Nez Perce Indian Reservation re-allotting Indian lands. (Gay, E. Jane. With the Nez Perces: Alice Fletcher in the field, 1889-92. Lincoln, University of Nebraska Press, 1981. p.12.)

Late in 1899 he ran the Kwong Lung Laundry in Lewiston. (Pfafflin, Grace. Pioneer Chinamen of Idaho. Seeing Idaho, 1:9(February 1938) p. 24; *Lewiston Teller*, 23(58): 3, 17 May 1899. Owen apparently preceding Ted Loy in the position as servant to the Kettenbach family.) From there he moved back into domestic service, for a local banker. (Pfafflin, Grace. Pioneer Chinamen of Idaho. Seeing Idaho, 1:9(February 1938) p. 24.) About 1900 he worked for a year as a cook in the men's dorm at Lewiston Normal School. (Trull, Fern Coble. The history of the Chinese in Idaho from 1864 to 1910. MA Thesis, University of Oregon, June 1946. p. 57.) According to one local historian, "after he left the dormitory, he ran a hotel [and possibly a store] in downtown Lewiston. He eventually retired, went back to China, and was, according to rumor, robbed and murdered." (Elsensohn, Sister M. Alfreda. Pioneer days in Idaho County, v.1. Caldwell, Caxton, 1947. P.136; Elsensohn, Sister M. Alfreda. Idaho Chinese Lore. Caldwell, Caxton, 1970. p. 20.)

Overhead

KEY INGREDIENTS FOR ENTREPRENEURSHIP

* TECHNICAL KNOW-HOW
* MARKETABLE IDEA
* CONTACTS FOR ASSISTANCE
* FINANCIAL RESOURCES
* POTENTIAL CUSTOMERS
* SUPPORTIVE LIFESTYLE
* LEADERSHIP EXPERIENCE
* PERSONAL MOTIVATION

Write an editorial; Write a letter to the editor; Design an editorial cartoon

Study the Pros

Most people know that editorials reflect the viewpoint of the newspaper. But an editorial is more than opinions. The editorial writer must include information-statistics, details, examples-to support their opinion. To make the editorial even more effective, the writer must present arguments and then challenge the arguments of others with different opinions. The writer makes an appeal to the reader to accept the position expressed by the newspaper.

1. **Analyzing Editorial Writing**

   - Select an editorial from a newspaper. By filling in the chart below, show how the writer addressed the components of the editorial:

Component	
Present position	
Facts to support the position	
Opposing position	
Facts to support opposing position	
Challenge opposing position with facts	
Appeal to reader	

2. **Be persuasive**

- Select and read an editorial that interests you.
- Examine the individual words and phrases the editorial writer uses to persuade the reader. First, list the persuasive words; then write a more neutral word to replace the persuasive word.

Persuasive Word	Neutral Word

3. **Check It Out**

- Select and read an editorial that interests you.
- Examine the facts the writer presents in the editorial. How could you check the facts to see if they are accurate? List the facts on the chart below. Next to each fact, write a source or an individual you could consult to verify the information.

Fact	Source

Writer's Planning Sheet

It is easy to have an opinion. It is harder to support that opinion with powerful and verifiable information. Use this planning sheet to prepare your editorial:

1. Identify your issue.
2. What is your position?
3. List at least three details to support your position.
4. What is the opposing position?
5. List details that support the opposing position.
6. Describe your challenge tot eh opposing argument.
7. What will be your appeal to the reader to support your position?
8. Write your editorial.

Assessment

- **Commendable**—Student writing far exceeds minimal level of performance. Content, language and organization are superior.
- **Acceptable**—Criterion is met at a minimal level. Student writing contains required elements but lacks originality.
- **Revisit**—Criterion is not met. Student writing is too weak or unfocused to be acceptable.

	Commendable	Acceptable	Revisit
The writer's position is clear.			
The writer includes facts to support that position.			
The opposing viewpoint is acknowledged.			
Facts supporting the opposing viewpoint are presented.			
Effective challenges are made to opposing facts.			
An appeal for support is made to the reader.			

Supplemental Materials

Though the story of Polly Bemis provides a high-interest illustration of Idaho's diverse cultures, both the novel and video version should be previewed for audience and age appropriateness. Students should also understand the difference between folklore versus historical fact; Thousand Pieces of Gold is a fictionalized version of the Polly Bemis story.

Novel:
McCunn, Ruthanne Lum. Thousand Pieces of Gold: A Biographical Novel.

Video:
1000 PIECES OF GOLD

Review by Roger Ebert
For some measure of the progress of women, consider "1000 Pieces of Gold," set in the19th century and telling the story of a Chinese woman sold from man to man as if she were property. The film is based on the little-known fact that years after slavery was abolished in America, Asians were still held in involuntary servitude - sometimes by their own people. Inspired by true stories, the movie is angry and impassioned, but it is also, somewhat surprisingly, a romance.

Rosalind Chao, an actress of great character and presence, stars as a young woman named Lalu, born in China where girl babies were not highly valued, and sold by her father to a Chinese "wife-trader" (Dennis Dun). He brings her to America and sells her as a wife to Hong King (Michael Paul Chan), another Chinese man, who runs a saloon in a dismal backwater settlement in Idaho, and plans to use her as a prostitute. Lalu reacts to his plans violently, with a knife, refusing to prostitute herself, and Hong King wisely observes that she does not seem cut out for the profession.

Lalu's innate self-esteem is her only protection in the wilderness. American laws deny Chinese men citizenship - they are wanted mostly for cheap labor - and women are viewed as even more insignificant. Lalu, nicknamed "China Polly" by the cowboys who cannot be bothered to pronounce her name, is saved from prostitution but then becomes Hong King's slave, until her husband's white partner, a genial alcoholic named Charlie (Chris Cooper), explains to her that slavery has been outlawed.

Charlie, a good man when he doesn't drink too much, is attracted to "Polly," but she dreams only of buying her freedom and returning to China. Then Hong King, short of funds and tired of living with a "hellcat," decides to auction his wife to the highest bidder - and Charlie, in a rare stroke of luck, wins her. She lives with him, but in fierce chastity, until Charlie is shot in an anti-Chinese race riot, and as she nurses him back to health she falls in love with him.

Meanwhile, the wife trader, whose conscience has been bothering him, returns to the mining camp with enough money to buy Lalu's freedom. He hopes to marry her and take her back to China, but seeing her living with a white man, he considers her hopelessly damaged and abandons his plans.

I gather that this development, like most of the film, is based on fact, but as a consequence "1000 Pieces of Gold" paints an overwhelmingly negative portrait of Chinese men - from the father who betrays her, to the trader who sells her, to the saloon keeper who wants to prostitute her. The only man portrayed positively in the film is Charlie, the white. There must have been good Chinese men in America in those days, but you will not meet them in this film.

The story is told with power and high drama, however, and the love that grows between Lalu and Charlie, like all loves that smolder for a long time, becomes a great passion. And Rosalind Chao's performance is a wonder - the sort that, in a conventional Hollywood epic, would inspire Oscar speculation. She gives us a character who begins as a child in grief and confusion, and prevails in a strange land until she is finally able to stand free as her own woman. It's quite a story.

Suggested Performance-based Activities

Teaching With Historic Places. "Log Cabins in America: The Finnish Experience" (lesson included)

Foundations of Democracy: Authority, Privacy, Responsibility, and Justice. "How Do Different Cultures Deal with Privacy?" (lesson included)

History Day (see Introduction)

Log Cabins in America: The Finnish Experience

(Alice Koskella, 1980)

Log cabins are as American as Fourth of July fireworks, baseball, and the bald eagle. Think of a pioneer and chances are you think of a log cabin: could Daniel Boone or Davy Crockett have lived in any other kind of house? Can you imagine the 1840 election--"Tippecanoe and Tyler, Too!"--without remembering the log-cabin-and-cider campaign? Would we be so impressed with Abe Lincoln if he had learned his letters under a crystal chandelier in a brick, Georgian-style house? Is it conceivable that Laura Ingalls Wilder's little house on the prairie was anything but a snug log structure? Assuredly, log cabins are enmeshed in American history, folklore, and myth.

About This Lesson

This lesson is based on the National Register of Historic Places registration files "Long Valley Finnish Structures," visitor's guides to several western parks, and other sources. It was written by Fay Metcalf, an education consultant. The lesson was edited by the Teaching with Historic Places staff.

Where it fits into the curriculum

Topics: This lesson could be used in teaching units on the development of the early colonies, trans-Appalachian settlement, or late 19th- and early 20th-century immigration.
Time period: 1700s-1900s

Objectives for students

1) To explain the distinctive features of log structures built by Finnish homesteaders in Idaho.
2) To explain how Finns and Swedes influenced the techniques used for building log structures.
3) To describe how the log cabin became so widely used among colonists and later pioneers.
4) To investigate the student's own locality to find out what kind of folk housing was prevalent in their own community.

Materials for students
The materials listed below either can be used directly on the computer or can be printed out, photocopied, and distributed to students. The maps and images appear twice: in a low-resolution version with associated questions and alone in a larger, high-quality version. **(Readings and photographs feature Long Valley, Idaho.)**

1) one map showing the location of Finnish speakers;
2) three readings which examine the origins of log structures and their adoption by the American public as a symbol of self-reliance and virtue;
3) one drawing and two photos of notching systems and cabin details;
4) four photos different log structures built by the Finnish in Long Valley, Idaho.

Complete lesson plan available at:

www.cr.nps.gov/nr/twhp/wwwlps/lessons/4logcabins/4logcabins.htm

Visiting the site
The Finnish log structures discussed in this lesson are located off Highway 55 (some on unimproved, some on unnamed, roads) in the vicinity of Donnelly, Idaho. They are privately owned and not open to the public. However, the nearby Southern Idaho Timber Association buildings are also good examples of Finnish log construction. The buildings are located at the corner of Lake and State streets in the town of McCall and on Highway 55 in Smith's Ferry.

How Do Different Cultures Deal with Privacy?

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Foundations of Democracy: Authority, Privacy, Responsibility, and Justice, Middle School Level. Copyright 1994. Center for Civic Education. Calabasas, CA.

Purpose of Lesson

This lesson provides and opportunity to examine some ways that different cultures deal with privacy. When you have finished the lesson, you should be able to explain cultural similarities and differences in privacy behavior.

Term to Know

culture

Differences Among Cultures

The term "culture" is used in various senses, but in this text we use the term to refer to a people's whole way of life. Culture includes customs, habits, family structure, political life, religion, economic and legal systems, arts, science, educational institutions and ideals. Culture is a way of life that lasts over time and is passed on from one generation to another.

Privacy is found in all cultures. People of various cultures, however, may differ in the objects they choose to keep private and the means they use to maintain privacy. For example, some people think their age should be kept private. Others may reveal their age, yet think their religious or political beliefs should be private. In some cultures, people always eat in private; it is considered indecent to eat in public.

People also may differ in the ways they maintain privacy. For example, in some cultures homes are built with soundproof walls to promote privacy. In other cultures, walls may be thin and sound can easily be heard through them. In such cultures, people maintain a sense of privacy by purposely not listening or by pretending not to overhear one another.

Cultures are complicated. In some cases, people of one culture might be uncomfortable if they are more than one foot away from others while talking to them. On the other hand, people from another culture might be uncomfortable if others get as close as one foot to them. Can you imagine what happens when people from these different cultures try to talk to each other!

In the exercises below, you will have the opportunity to examine the privacy behavior of people with cultures different from our own.

Critical Thinking Exercise

EXAMINING PRIVACY BEHAVIOR

Read the following selection carefully. As you do, identify the privacy behavior of the Mehinacu people. Think about what might explain their behavior and be prepared to discuss your answers to the questions that follow.

The Mehinacu People

The Mehinacu are a people who live in central Brazil. Their houses are made from the leaves of trees. The houses are built around a central square or plaza. The paths to the farming fields, the harbor, and the bathing area are wide and open. This allows anyone who is using these roads to be easily seen by other people. It is no trouble for a Mehinacu to hear conversations through the thin walls of the houses. Everybody knows everyone else's business.

How do the Mehinacu get any privacy? They try in many different ways. One rule of the Mehinacu culture says that Mehinacu women are not allowed to enter the Men's House. The Men's House is a small building which the men use on both religious and social occasions.

Another rule says that a Mehinacu cannot go into any house that is not his or her own. This means that conversations often take place through the walls of the houses. Within the house, there are areas which are off-limits to certain family members. If there is a change in a person's social status (for example, if a person is preparing to become a chief), barriers are set up around that person. He or she can then be all alone for a certain period of time.

There are other ways that the Mehinacu try to get privacy. Hidden paths and secret bathing areas exist so that people can have privacy if they want it. According to custom, a person should not tell others when another person is doing something wrong or illegal. People pretend to be unaware of things which are happening right in front of them.

A Privacy Chart for the Mehinacu People

What are the objects of privacy?

From whom are they to be kept private?

How are they to be kept private?

What do you think?

1. What are some of the similarities and differences in the privacy behavior of the Mehinacu people compared with yours?

2. What explanations can you give for these similarities and differences?

3. Have you ever met someone from a different culture? What differences did you notice in their privacy behavior?

4. Why do you think people of all cultures need some form of privacy?

Critical Thinking Exercise

EXAMINING PRIVACY BEHAVIOR

As you read the following selection, think about how you might feel if you lived in the imaginary society it describes. What would your privacy behavior be like? What factors would explain your privacy behavior?

1984 is a novel by George Orwell. It describes a society in which human thought and action are controlled by the Ruling Party. On many buildings, the Party has put up huge posters showing the face of a man. The pictures are made so that the eyes seem to follow you when you move. Under each picture are the words: BIG BROTHER IS WATCHING YOU.

Inside every person's apartment is a special television screen (or "telescreen"). There is no way to turn it off. The telescreen shows programs just as an ordinary television set does, but it also does much more. It picks up any sounds made in the apartment. As long as people stay within the field of vision of the telescreen, they can be seen and heard by the Thought Police. Any action or conversation in the house can be observed. Any object taken into the home can be discovered through the telescreen.

There is no way for people to know whether or not they are being watched at any given moment. The Thought Police may be watching them all the time. Maybe they are only being watched some of the time. No one knows for sure. But one thing is certain: the Thought Police can watch them any time they want to. People have to live with the possibility that every sound they make is overheard and that (except when there is total darkness) every movement is watched.

What do you think?

1. What might people in this imaginary society want to keep private?

2. How might they try to keep it private?

3. What are some factors which might affect the privacy behavior of people in this imaginary society?

Using the Lesson

1. As you watch a television program, think about the privacy behavior of the main character. What does that character want to keep private? How does he or she go about getting privacy? What do you think could explain the character's privacy behavior? Write your answers to these questions and discuss them in class.

2. Write a story about a person living in the United States who wants to keep something private. In your story, describe what the person wants to keep private. Be sure to include what you think are the reasons for the person's privacy behavior.

3. In your privacy notebook or journal, write at least three or four questions you have about privacy. The questions might be about the reasons or the ways people seek privacy, the similarities or the differences in the privacy behavior of different people, or the impact of privacy on people or on society, for example.

Block 3

Conflict and Compromise: Idaho's Regional Identities

To understand how physical and political factors promoted different regional identities.

Objectives:

1. Identify the different types of regional classifications in Idaho, i.e. north - south, rural - urban, mining/timber - farming, congressional district one - two.
2. Compare and contrast the sources of past and present conflict within and between regions.
3. Describe how the regions are connected and interdependent to promote economic, political, and cultural unity.
4. Examine the differences between justice and equality in the treatment of various Idaho groups, i.e. ethnic, religious, gender.
5. Define and understand entrepreneurship and the economic opportunities in Idaho.

"On April 14, 1865, [Clinton DeWitt Smith, the Territorial Secretary] decided to carry out [Governor] Lyon's plan [to secretly take the territorial seal and official papers to Boise]. Boise became the new capital of the Idaho Territory. Many people in northern Idaho were unhappy with the decision, and the cry that, "Boise stole our capital!" can still be heard today." Fisher, Ronald K. Beyond the Rockies: A Narrative History of Idaho.

Standard: 446.01

Acquire critical thinking and analytical skills.

Content Knowledge and Skills

- 446.01.c: Identify various methods used by historians to learn about the past.
- 446.01.d: Analyze, organize, and interpret information.
- 446.01.e: Identify different points of view and frames of reference.

Standard: 451.01

Understand significant conflicts in United States history.

Content Knowledge and Skills

- 451.01.f: Discuss the causes and effects of various conflicts in American history.

Standard: 455.01

Understand that all citizens of the United States have responsibilities and rights.

Content Knowledge and Skills

- 455.01.a: Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens.

Standard: 456.01

Understand basic economic concepts.

Content Knowledge and Skills

- 456.01.d: Explain the concepts of free enterprise and profit and loss.

Standard: 469.01

Understand the spatial organizations of people, places, and environment on the earth's surface.

Content Knowledge and Skills

- 469.01.f: Explain patterns of land use in urban, suburban, and rural areas.
- 469.01.g: Explain ways places are connected and interdependent.

Standard: 469.02

Understand the human and physical characteristics of places and regions.

Content Knowledge and Skills

- 469.02.d: Identify the criteria used to define types of regions.
- 469.02.e: Evaluate characteristics of places and regions from a variety of points of view.
- 469.02.f: Understand the effects of technology on cultural groups' perceptions of places and regions.
- 469.02.g: Explain how culture influences people's perceptions of places and regions.

Standard: 469.04

Understand the migration and settlement of human populations on the earth's surface.

Content Knowledge and Skills

- 469.04.c: Describe ways in which human migration influences character of a place.

- 469.04.d: Analyze the population characteristics of places to explain population patterns.

Standard: 473.01

Acquire critical thinking and analytical skills.

Content Knowledge and Skills

- 473.01.d: Identify an issue or problem of the past, obtain relevant historical data, and formulate a position or course of action on the issue.

Standard: 478.01

Understand significant conflicts in United States history.

Content Knowledge and Skills

- 478.01.d: Explain how the westward migration impacted Native Americans.

Standard: 479.01

Understand the cultural and social development of the United States.

Content Knowledge and Skills

- 479.01.c: Know the common traits, beliefs, and characteristics that unite the United States as a nation and a society.

Standard: 480.01

Understand the foundations and principles of the American political system.

Content Knowledge and Skills

- 480.01.d: Evaluate issues in which fundamental values and principles are in conflict such as conflicts between liberty and equality, individual rights and the common good.

Standard: 483.01

Understand basic economic concepts.

Content Knowledge and Skills

- 483.01.b: Know the economic motivations for the constant expansion of the western border of the United States.

Standard: 484.01

Understand there are many influences on economic systems.

Content Knowledge and Skills

- 484.01.b: Explain the role of government policy in the economic development of the United States.

Standard: 513.01

Know the different types of economic institutions and understand how they differ from one another.

Content Knowledge and Skills

- 513.01.b: Identify the business characteristics of an entrepreneur.

Social Science Strands and Materials

Geography:

The geographic theme of region applied to the study of Idaho helps the student identify the population patterns, resources, economic activities and political boundaries that have defined our state.

Directions in Geography: A Guide for Teachers. National Geographic Society, Washington, D.C., 1991.

History:

As regional identities take shape, sources of conflict within and between regions emerge. While identifying the conflicts, students should ask, "What role did compromise play in settling the conflict?"

Eleven traveling exhibits focusing on Idaho history are available through the Idaho Historical Museum. Each exhibit can be reserved for display in your classroom for up to six weeks. The cost is $35 per exhibit and each exhibitor is responsible for shipping costs to the next location. Exhibit topics include: Mining; Agriculture and Ranching; Logging and Timber; and Idaho History Through Literature and Art. Contact the Idaho Historical Museum (208/ 334-2120) to schedule a traveling exhibit.

Slide shows, complete with scripts, can be borrowed from the Idaho State Historical Society for up to two weeks. These programs include: The History of Water Use in Idaho; Environmental History of Idaho; and Early Boise History. For more information, contact (208) 334-2120.

Civics:

The concept of justice will help the students gain a greater understanding of "fairness" in how regional conflicts are resolved to maintain order in society and promote the common good.

Foundations of Democracy: Authority, Privacy, Responsibility, and Justice. (Middle School Edition). Center for Civic Education, 1993.

Economics:

"For entrepreneurship education to succeed, it must educate successfully in each of the three signature areas of entrepreneurship – opportunity recognition, marshaling of resources in the presence of risk, and building a business venture. However, current entrepreneurship education tends to migrate towards its natural focus of 'least resistance' – the traditional business management process areas – which are both the most widely recognized and accepted knowledge areas linked to entrepreneurship as well as the areas for which the most

content knowledge exists. " Excerpt from "Entrepreneurship Education: Opportunity in Search of Curriculum" by Dr. Marilyn Kourilsky.

Kourilsky, Marilyn L. Entrepreneurship: Debriefing Teachable Moments. Kaufmann Center for Entrepreneurial Leadership, 1996.

Suggested Entrepreneur Case Study:

Excerpt from J.R. Simplot: A Billion the Hard Way by Louie W. Attebery, Caxton Printers' Limited, 2000.

Every region has its folk heroes-men and women who because of their accomplishments and/or personalities are viewed by the members of the general population as larger than life. J. R. Simplot is such a modern folk hero. He was brought to Idaho as a months-old baby, grew up along the Snake River, and through hard work, diligence, and the exercise of a quality of imagination that defies analysis gained for himself an international reputation as a self-made billionaire industrialist. This is his story.

What is required to qualify as a modern folk hero? Folk heroes are the central figures-the protagonists-in countless oral narratives. Some of these narratives exist in variant forms. In other words, people tell stories about folk heroes. Some of the stories are true; most have some basis in fact. With a modest degree of assurance, it may be asserted that most native Idahoans (those who pronounce that name with the accent on the first syllable . . . Idahoans as opposed to IdaHOANS) can tell at least one Jack Simplot story and that many can tell several. He has truly entered the collective consciousness of the state. There is, for instance, the account of the flight over a desirable property.

One day Jack and his pilot were flying from Point A to Point B when Jack saw a piece of ground that looked desirable and instructed his pilot to land the plane and go the house of the landowner to see if he would sell. After complying with his boss's wishes the pilot trudged back to the plane with the news that "You already own it."

Since an item that belongs in the domain of folklore often exists in variant forms, this item qualifies because the following variants have been noted: (1) the pilot is variously identified as Grant Kilbourne, Bob Whipkey, or anonymous; (2) one form has the pilot telling Simplot, "But you already own it" without having to land the plane; (3) the land proves to be for sale, is purchased, becomes highly productive, thus validating the uncanny ability of Simplot to recognize good land even from the air.

Jack Simplot's keen eye for good land is a keystone in the foundation of his success. One of his favorite pieces of advice is "Grab hold of something and hang on!" Over the years Simplot has managed to "hang on" to a lot of real estate. He is the largest private property owner in Idaho, one of the nation's largest states in area. A ranch he owns in central Oregon is 136 miles long and sixty-five miles wide. Simplot, his family and company own 330,000 acres and lease almost two million additional acres. His holdings include more

than fifty farms and ranches. But it takes more than just land to qualify as a folk hero. A folk hero must perform memorable deeds, too.

During World War II, Jack Simplot's plants produced thirty-three million pounds of dehydrated potatoes and five million pounds of dehydrated onions to fuel America's fighting men and women. In the 1960s, he helped McDonald's chief Ray Kroc turn the french fry into a national staple.

In the 1980s, the Idaho farm boy with the eighth grade education played a major role in making the personal computer a household word. And as a new century begins, the company and the man show little sign of resting on their laurels.

Today, Simplot plants produce millions of pounds of potato products annually as well as a variety of other frozen vegetable and meat products. The company ships nearly a half million head of cattle each year. It even raises special cattle (with more fat in the meat) for Japanese consumers. The operation is global, with eleven plants in Australia alone. Simplot phosphate mines produce a sizable chunk of the world's chemical fertilizer, and Simplot Soilbuilders distributes and supplies fertilizer to fields all over the West.

In 1995, Fortune magazine listed John Richard Simplot as the thirty-seventh richest American. But there is another trait that sets Jack Simplot apart from the "average" billionaire and assures his folk hero status. He may live in a fancy house on a hill surrounded by twenty acres of lawn, but he has never lost his rural roots. He has a deep, abiding respect for the people who work for him and genuine interest in their lives-from the division chief to the woman sorting spuds on the french fry line.

How many times in the course of writing this biography, the writer received without solicitation stories of Jack Simplot . . . how he did this, how he said that, what happened when such and such occurred. These narratives are ubiquitous, and their collection would result in a publishable volume. For example:

George, a trucker, was hauling sawdust near a Simplot chicken yard when he was approached by Simplot, who wanted to engage him to haul a large number of truckloads of sawdust for the yard. The trucker told him he had only one truck and couldn't deliver the quantity Simplot wanted but that he could get in touch with another trucker and would arrange to make delivery by a specified date. The cost was agreed upon, Simplot stating that if the material was delivered by that time, he would "take care" of the trucker. The deliveries were made, and George received a check for $500 more than had been agreed to. When the trucker called to inform the Simplot office of the error, he was told, "No, Mr. Simplot said you were to be taken care of because you did what you said you would. That's what the extra money is for."

A farrier was hired by Simplot and charged with the responsibility of keeping the feedlot horses shod. He did his job well, and the demands on his time were few. The feedlot foreman seeing that the farrier appeared to be idle laid some tasks on him. Simplot happened to come by and asked the horseshoer why he was working on the fences. When he was told,

Simplot admonished the farrier that he was to keep the horses shod and that was his only job and if that didn't require all his time, well, so be it. But he was working for Simplot as farrier and wasn't to do anything else. To make doubly sure, Simplot repeated the message to the foreman. Simplot's genuineness comes across to outsiders, too. An acquaintance of the writer put it this way:

"I know some people have said he is a sharp dealer, quick to take advantage and absolutely ruthless. But I met him one time skiing at Bogus Basin, and he didn't know me from Adam. But he was interested in what my name was, and he didn't hesitate to tell me how he used to own the mountain and how he helped it become a ski resort and increase the patronage by enlarging the parking lot. He's a likeable guy." But not everyone loves a billionaire.

An Idaho native (Idahoan) struck up a conversation during an airplane flight with a woman who had recently moved to the Boise area from another state (IdaHOAN). The conversation turned to Jack Simplot. The woman said she thought it was horrible that under a secret agreement, Boise taxpayers must foot the bill for mowing Simplot's huge lawn. When the woman was told the landscaping duties are handled by a five-person crew paid for by Simplot, she refused to believe it.

In spite of the tendency by writers to enlarge the figure of Jack Simplot (Lowell Thomas described him as "a good-natured giant"2), he never magnifies himself, never puts on airs, but like Queequeg in Moby Dick is always equal to himself. That's not to say J. R. Simplot is a humble man. He is proud of what he has accomplished and he loves an opportunity to tell people about his latest project or acquisition. But when Jack Simplot tells someone about his empire in a proud, loud, excited voice, it brings to mind that Muhammed Ali once said, "If you can do what you say, it ain't bragging."

While J. R. Simplot may have his detractors, you won't find many among the thousands of men and women who work for him. On June 22, 1999, in a twin-engine King Air, two pilots, Jack and Esther Simplot, editor Wayne Cornell, and the biographer flew indirectly from Boise, to Pocatello, to Afton and Rock Springs, Wyoming, to Vernal, Utah, and back to Boise. During the course of this twelve-hour day, unparalleled and unanticipated opportunities appeared, opportunities to view Simplot industries at first hand, to come to a hazy but not inaccurate appreciation of the scale of this man's enterprise through seeing a portion of his phosphate mining-refining activity. But even more enlightening was the opportunity to observe the human dynamics as the industrialist visited with his hired men and women.

At the Smoky Canyon phosphate mine and mill, a lunch had been prepared by them for the Simplot party and 200 or more workers. As he walked along the receiving line, Jack visited with each worker, employing his customary language, sprinkled with a "damn" here and a "hell" there-the only language he knows-to talk about the work, about the worker's father who used to work for Jack, about any topic of mutual interest which Jack knew instinctively because he himself had worked with his hands, with machines, and with crews of men. Between employer and worker there was no sense of lord and vassal but something

more like reciprocated respect. At times it seemed that the workers were caught up in something like adulation for the man who paid them good wages and upon whose well-being their own welfare depended.

After the employees had been greeted individually and lunch had been provided in the huge shop that had been cleared for this purpose, nothing would do but the boss must make a few public remarks. This he did with his customary ebullient delivery, and with the writer's apologies to an eighteenth century poet, if there were any who had come to scoff, they remained to pray, as he addressed them in the same language of the common man with which he had earlier talked to them. Had he been a politician, he would have got their votes; a football coach, his players would have triumphed; an evangelist, his congregation would have filled the offering plates. Instead, this billionaire summarized his own personal economic history and reminded his hearers of the old virtues of thrift, industry, and reward for doing hard work well for the benefit of self and country. It was an extraordinary manifestation of the creative and regenerative spirit of enterprise.

In September 1998, interviews and research for this project began. Just four months away from celebrating the completion of ninety full years, Jack Simplot was more than equal to the task of fielding questions about his past. Although there were subsequent changes in his physical condition, he appeared to be in excellent shape, standing just under six feet and weighing less than 200 pounds. In his top form, he later said, he stood about six feet and weighed about 210. Although he is bald on top now and keeps the sides clipped short giving the appearance of baldness, as a young man his full head of thick hair was dark brown, shading into black, and his eyes are still a sharp and penetrating blue. His physical presence was always impressive.

But there was always more to him than physical presence alone. Dr. W. W. Hall, Jr., who served as president of The College of Idaho (now Albertson College), came close to the mark when he wrote in The Small College Talks Back that he had just met a human dynamo named Jack Simplot.3 Convinced that Simplot could help his college in significant ways, Hall secured him for its board of trustees, where he has served continuously since.

It is beyond the biographer's skill to isolate and define the source of this remarkable dynamism. Genetic? Perhaps, at least to an extent, for one can point to what geneticists call "hybrid vigor," that is, his calculating Yorkshire-English heritage in combination with the passion and imagination of his Gallic (French) blood line. If not nature, then nurture? One is inclined to respond "maybe," knowing that this response, too, is not the whole answer. Certainly the time of his birth and the place where he grew up simply redounded with energy and optimism and the conviction that human endeavor could seize time by the forelock and make of it a servant. But those are reductionist responses, to put the matter charitably, or simplistic, to use a current euphemism. The intellectual superiority (and moral too, as all would admit*) of the latter half of the twentieth century does not permit easy and stereotyped claims about national or linguistic or ethnic character. That sort of explanation might have been acceptable for Ralph Waldo Emerson, but we are so much smarter (and nicer) than our Victorian forebears that we would never perpetrate such a slander against human nature. Any attempt to account for this man's drive, zeal, and life-affirming energy by

such a scheme as the foregoing will not work. Where does the element of luck come in? How should determination be factored into the trait of dynamism? Perhaps it is genetic; maybe it's a gift, unearned and unaccountable to anything but chance. Luck again. And judgment: is it related to dynamism? And if so, how? More than all this are elements like his wide-ranging intelligence and his ability to see farther than most of the rest of us.

How can one account for Jack Simplot's visionary ability to conceptualize, to dream beyond the scope of what is given most of us? The reader will not find the answers to these questions in this life story of one of America's wealthiest men. What is offered instead is the material from which the reader may fashion a personal answer. That material has been selected-and biography as well as history, no matter how detailed, is selective-which reveals the man. That is to say that this work is not a history of the Simplot industries, even though there are few industrialists more closely identified with their industries than John Richard Simplot. In his own mind, he is what he has created, and what he has wrought is he.

The fact remains that there is something about this man that lingers in the imagination long after he has concluded the interview or given the talk or said his say. It is not doing violence to the Good Grey Poet to suggest that there is something intensely Whitmanian about Jack Simplot's love affair with the United States. He hears America singing; what he assumes, you shall assume; hold on to him and by God you shall not go down to defeat! The strong connection between free enterprise (laissez faire), of which Simplot is a vociferous advocate, and free verse (vers libre), for which Whitman is the international high priest, deserves more than a glancing comment. Dynamism and work and a democratic love of life throb and pulsate throughout both the art form and the economic system.

In the pages that follow, we shall see the European background of an American life, the translation of that life into a midwestern environment, and its transettlement into the American West. We shall note the development of irrigation and its importance to agriculture in that setting. Here, we shall see enterprise taking shape, deriving from and indebted to the most common of common vegetables yet one that is celebrated in both poetry and prose . . . the potato. And behind it all, running through it all, and holding everything together, we find the character and personality of John Richard Simplot.

Activity

IDAHO'S EARLY ENTREPRENEUR - THE FARMER

Idaho's earliest inhabitants, Native Americans, had an economy based on hunting and gathering. Excavations of ancient campsites in Idaho also show that trade or barter occurred over great distances. Long hunters, those who stayed for extended periods of time in the wilderness to do their hunting and trapping were essential figures of the early exploration of Idaho. Their economy was based on skins and furs. However, over-hunting often created a scarcity of animals, which led to an unprofitable economic base that required even longer trips by the long hunters.

The lure of land for farming and hunting led many of the long hunters to bring their families to Idaho to settle. Because of the limited size of the early trails, the settlers could only bring those items that could be transported on horseback or in wagon. The settlers drove livestock westward and chickens were often put in baskets and attached to the horses. Space was at a premium; only a few cherished pieces of family silver or furniture could be carefully wrapped for the trip. However, even these were often left behind, or left on the trail, if the journey became too difficult.

Since only a plot of land, rather than a store filled with goods and services, was available at the end of the journey, farms developed into self-sufficient, independent economic units. Later, with the arrival of more settlers and the eventual establishment of towns, farms shifted from independent economic units to interdependent ones.

Student Learning Objectives:

- Analyze the farm as an economic unit
- Define the economic concepts demonstrated by the farm
- Discuss the entrepreneurial traits and behaviors of farmers
- Describe the farm's shift from a basically self-sufficient, independent economic unit to an interdependent economic unit

Economic Concepts:

capital goods, capital resources, division of labor, entrepreneur, good, human resources, interdependence, opportunity cost, natural resources, productive resources, scarcity, service

TEACH:

Ask students why they think a family would leave a home in a town or village and move across the Great Plains on horseback or by wagon to a wilderness land with no stores, no houses, no cleared land, and Native Americans who want to keep them out. *(Possible answers: adventure, hope for a better life, cheap land, money, economic opportunities, etc.)*

Tell the students that when the families left they had to think of the many things that it would take to setup a new farm. First, they had to have enough productive resources (that which is required to produce the goods and services people want) to survive in the new land. Productive resources are divided into three parts, human resources (labor and people, excluding entrepreneurs), natural resources (the "gifts of nature" such as land, timber, resources, etc), and capital resources, also called capital goods (equipment, tools, wagons, etc.) To help the students understand these concepts and others, have students imagine they are going to build a modern house. Then, ask the following questions:

1. What *human resources* would you need to build a house? *(labor; people)*

2. What *natural resources* would you need? (*Land, timber, field stones, etc.*)

3. What *capital goods* would be needed? *(bulldozer, shovels, trucks, etc.)*

4. Would all of the workers do the same thing? *(No, each worker does the job he/she is trained to do. This is division of labor.)*

5. In what areas might you have a scarcity--the condition of not being able to have all the goods and services you want? *(Answers will vary.)*

6. If the factory that makes glass closes, will that have any effect on building your house? (Yes, *you may not be able to get windows. mirrors, etc. or it may take longer to get them.)*

7. What *economic term* would describe the impact of the glass factory closing on your house? *(interdependence--the mutual dependence on others for goods and services that occurs because of specialization.)*

Ask students to think of other examples of interdependence that might occur when building a house. Also, ask them to find other examples of economic terms that would apply to the house-building example? *(Answers may vary.)*

Activity 1: The Economics of Early Farm Life

1. Divide the class into groups of three to five students. Tell them to imagine that they are one of the families moving to the Idaho wilderness. They will need to make decisions on what items to bring with them in order to start a new farm and a new life. It is a long, difficult journey and all items will be transported on horses. Any livestock will have to be driven by the family. There will be no stores to replenish supplies when they get there. No houses or food will be waiting at the end of the journey, only a plot of land probably covered with trees.

2. Have students brainstorm and then list items that they think they would need to bring. Tell the students they must be able to give reasons for their choices. It needs to be a comprehensive list. *(Answers will vary but choices might include cows, horses, pigs, sheep, chickens, specific tools, guns, knives, ammunition pots, pans, seeds, flour sugar, tea, dishes, candles,* needles, *cloth, quilts, churns, medicines, spinning wheel, flints, etc.)*

3. Have the students share their lists with the class and explain their reasons for bringing each item. What were the opportunity costs--the things and activities given up because one choice was made instead of another--of their decisions? Was there a weight limit on the amount of goods they may bring with them? *(For example: find a sawhorse with a stick pony head.) Have a student sit on it and hold enough supplies for a long trip. This will provide a hands-on demonstration of the limits faced by the settlers.*

Activity 2: Farm Families as Entrepreneurs

1. Tell students that pioneer farmers were some of Idaho's first entrepreneurs--individuals willing to undertake new and risky ventures in search of profits and a better way of life. Give students a copy of Activity Sheet 2-2: Farm Families as Entrepreneurs. Have them look at

the list of entrepreneurial traits and behaviors and tell them to choose the ten that they thing best describe early farmers in Idaho. Tell them to support their choices with examples.

2. Explain to students that as more settlers came to Idaho, life began to change. More goods and services became available to farmers and their families. Shopkeepers set up stores stocked with a variety of goods from the East and West Coast. Towns developed. Peddlers began taking goods to even the most remote areas. The family farm began to shift from a basically independent economic unit to an interdependent economic unit.

Activity Sheet 2-2

Farm Families as Entrepreneurs

Directions: Pioneer farmers were some of Idaho's first entrepreneurs. Study the list entrepreneurial traits and behaviors listed below. Choose the ten traits or behaviors that you think best describe early farmers in Idaho. Support your choices with examples.

Traits and Behaviors of a Successful Entrepreneur:

Determination	Can-do-attitude	Vision
Niche finder	Courage	Need to achieve
Flexibility	Organized	Innovative
Enthusiastic	Able to lead	Independent
Goal oriented	Responsible	Creative
Self-confident	Sees opportunities	Persistent
Risk taker	Not afraid to fail	Problem solver

Farm Families

Traits and Behaviors	Examples
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Overhead

ENTREPRENEURS BEHAVE DIFFERENTLY
BECAUSE THEY...

* Risk their own money
* Must find customers to survive
* Organize their own work
* Are vulnerable to economic change
* Have income that varies with market success
* Make all the final decisions
* Need a wide range of management skills
* Handle diverse activities at the same time
* Depend on their own ability to market and sell
* Work longer hours...at least at first
* Are open to change as a necessity of existence

Write Like a Reporter

Activity: Target Date Idaho; Create a News Bureau and "visit a region"; Write a travel feature story

What is Operation Target Date?

Compiled in the January 2001 edition of *NIE Information Service*
2001-2002

Target Date has long been a standard Newspapers in Education activity. According to Dr. John Haefner, professor emeritus at the University of Iowa and a founder of the NIE movement in the United States, the idea for Target Date came from an Illinois social studies teacher who attended one of the first nationally sponsored university summer training workshops to introduce teachers to newspaper use in the classroom. Those first workshops were in the late 1950s.

Target Date involves compiling a collection of newspapers published on the same date and using them in a comparison study. The date can be one selected in advance at random by the students and the teacher, or it can be one of special significance because of its expected news – the day after or before the Super Bowl or an Olympics competition, an election, space launch, peace conference or referendum.

The variations of the comparisons that can be done using the newspaper collection are many. Target Date newspapers have been used by university and secondary journalism students to examine the concepts of news judgment, newspaper layout and design, localizing, and writing styles. Elementary students have incorporated Target Date into their geography and state history studies.

The Target Date newspapers can provide specific information and perspectives for students involved in sports-related NIE programs like Pigskin Geography, in economics-related ones like the Stock Market Game or in projects such as Geography Awareness Week or Newspaper in Education Week.

Teachers can tie the newspaper comparison to almost any study unit or theme. Set your imagination free. Simply comparing another newspaper with your own local one can provide insights into community similarities and differences and can help students practice their skills of locating and using information from printed sources that utilize similar general organizational formats. So Target in!

How is a Target Date project carried out?

Students write business request letters for newspapers in advance of the date they and their teacher select as their Target Date. At least 10 or 15 newspapers from around the state or province, region, country or the world are needed for a good comparison study.

- ✓ On Target Date, the students make careful note of news reports in their local newspapers and on radio and television, and they keep a record of what went on of special interest and importance that day. Some classes create charts, or Target Date Profiles, listing the top world, nation, regional, local and personal news events of the day and writing brief biographies of top newsmakers.
- ✓ As the newspapers begin to arrive in the mail, students who wrote them examine them carefully and complete Target Date Profiles. They may also wish to complete community profiles to summarize important and interesting facts about the communities that these Target Date newspapers serve. Some classes pinpoint on a map the locations from which the newspapers have come and tear off the postage labels so they can tabulate total postage costs for the project.
- ✓ When all or most of the newspapers requested have arrived, usually within a week or two of the selected Target Date, students spread them out and carry out a browsing and comparison activity. Teachers can provide general questions to help frame and focus the comparison, or they can assign teams to look for specific information or examples. With younger students, teams may be assigned to compare only the hometown newspaper and one or two other newspapers on specific, limited points, depending on the general study purpose. Older or advanced students may be allowed to frame their own comparisons.
- ✓ appreciate After the browsing time, students should then be allowed time to summarize and discuss their findings and observations and to raise questions about specific newspapers, newspaper items or item placement. Some classes save the newspapers and use them over several months. They do the browsing and discussion activities several times, focusing on specific aspects each time. Others pass the newspapers along to another class or build a classroom object from the newspapers, practicing, "read, reuse, recycle." Some teachers have their students write executive summaries or create comparison graphs to share with contributing newspapers, or write thank-yous to them. Participating newspapers the feedback and share the ideas with teachers in their areas.

What are some common failings in carrying out Target Date?
These problems frequently occur with Target Date projects, according to Newspaper in Education professionals who participate by sending out newspapers.

- ✓ Requesting newspapers without explaining the Target Date project and reason for it, or using outdated address lists.
  The Idaho addresses listed here are current as of Fall 2001.
- ✓ Writing for the newspapers after the Target Date rather than in advance.
  Most newspapers ask for at least two weeks' notice that you want a newspaper for a specific date so that an extra single copy can be set aside for you. If a student asks for a back issue, these are often unavailable or are handled by a separate department and must be paid for.
- ✓ Not complying with instructions.
  Newspapers may set limits or have rules about sending out Target Date newspapers.

Some NIE professionals report that they get between 200 and 300 requests throughout the school year for Target Date newspapers. It can cost several dollars to send a "free" newspaper to a student. Some newspapers ask for payment to help offset those costs. Processing requests and mailing newspapers take time. In the Target Date timeline, then, be sure to allow ample time for newspapers to be mailed and received. They can take several days or even weeks to get there.

- ✓ Sending illegible and incomplete requests.
  An important part of the Target Date project is giving students real opportunities to write business request letters, summaries and thank-yous. Requests, though, have come in to newspapers that list a town but no state. One was from "Sincerely, Your Name." Some NIE professionals have gone above and beyond in an effort to answer requests so that students won't be disappointed. Target Date is a project that gets high marks for involvement and learning as long as the newspaper collection arrives on time and from all of the places solicited. However, it is students' and teachers' responsibility to look over requests carefully and make sure they meet the standards of good, professional correspondence. The letters should be handwritten in ink or typed.
- ✓ The request must include:
  *A clear, complete return address, including the student's full name, c/o teacher's full name, school name, school mailing address, city, state or province, postal code.
  *The date of the newspaper requested, clearly stated, e.g. "Thursday, March 14, 2001" not just "Thursday's newspaper" or the "14th s newspaper."
- ✓ Failing to tell school office personnel to expect an influx of newspapers and giving written instructions on where they should be stored.
  Target Date newspapers have been waylaid by interested colleagues looking for good reading material, mistaken as sample newspapers and randomly distributed, and just stacked up. A pile of newspapers accumulating near the recycling box in the main office is asking for trouble.

The keys to success are planning and communication. The learning and fun with Operation Target Date are well worth it!

What are some things students can do with Target Date newspapers?

One on One

A basic and excellent activity is to have students do a direct comparison between the Target Date newspaper they sent for and their local newspaper.

What's News

Compare the front page stories of all the newspapers. What is the lead, or main story, of each one? How many stories appear on the front page? Are they international, national, local? Do the lead stories emphasize the same angle even though they are about the same topic? Talk about how the mission of the newspaper and when (moaning/evening) and where (coverage area) it is published affect what it provides as news for its readers.

Local Girl Makes Good

In the main news stories find examples of localizing e.g. emphasizing an area politician's comments on legislation, highlighting a hometown athlete's event, telling how an economic trend will affect local businesses and hit local people in their wallets. Talk about why localizing is important in helping newspapers serve their particular audience of readers.

Cost of Living

Look at ads, information from jobs listings in the classifieds, and business news to see how costly it is to live in the area represented by the individual newspapers. Do people seem well off financially? Are poverty and unemployment a problem? Cite evidence.

Hometown Team

Find evidence of important or interesting individuals who come from the area represented by the individual newspapers.

Makin' a Living

What jobs do people have in this area? Who are the main employers? Is the area affected by one industry or one company? Find at least one newspaper item that points out a problem or concern about work in the area represented by the individual newspapers.

Syndicated vs. Locally Produced

Who writes most of the news items in the newspapers? Can you find the same news story, feature, column, comic or ad in more than one newspaper? Do the newspapers make slightly different changes in purchased, or *syndicated*, news items? About what percentage of each newspaper is locally produced?

What Do They Do for Fun?

Find evidence of the main kinds of recreation and entertainment in each area. Do any of the newspapers represent tourist areas where it is now peak season? How does that affect the quantity of recreational activities emphasized in the newspaper? If you were to visit the area represented by the various individual newspapers, what one thing would you choose to do in each place and why? Show where in the newspaper you found information about your choice.

Movie Distribution

Check the movie ads and movie listings of theaters. Are the same movies playing everywhere? Do some areas have the latest releases before others? Are admission prices the same? Do the ads for the movies look alike? Do they emphasize the same things?

Hot Topics

Based on information in the newspaper about a controversial local issue, role-play conversations you might hear among people if you visited there and stopped by a local restaurant for dinner. Are any groups "at war" with each other? Who and why? Is this same topic an issue or concern in your own community?

"Go There"

Creatively show the following: How would you dress, what would you bring, what would you do if you visited one of the Target communities? For added fun, create a guessing game, telling others your answers but not your destination community and see whether they can tell from your clues.

Why Is It Called That?

Trace briefly the history of either a newspaper's name or the name of some other aspect of the Target Community – its main sports team, a local waterway or highway, etc.

Where Is This Place?

After students have had practice using a newspaper to gather clues about a community, create a Mystery Newspaper Contest for them, establishing an appropriate prize if you wish. For the contest, choose a non-local newspaper and cut out ads, wedding announcements and other specific and especially telling items, but black our all references to the place name. Post the items on a bulleting board and establish a box for students to drop in their names and their guesses of where the Mystery Newspaper is from. Give them time to read over the items and do research if they like. Celebrate the Mystery Newspaper community in an activity when you announce the correct guesser (s). In the event of ties, you may want to draw from all correct entries for the prize or award multiple prizes.

Exec Summaries

A good concluding activity with Target Date is to have students summarize or graph information they found on specific topics from reading the newspaper. They can focus in on a small number of newspapers they looked at or do other comparisons such as percentage of ads to editorial (or story) copy, number of color vs. black and white photos, international/national/local news percentage, etc. This allows them time to reflect in general about what they learned from the newspapers and provides synthesis practice.

The Idaho Statesman
P.O. Box 40
Boise, Idaho 83707
Attn: Christine Bubb

Post Register
P.O. Box 1800
Idaho Falls, ID 83404
Attn: Dianne Mondell

Coeur d'Alene Press
P.O. Box 7000
Coeur d'Alene, ID 83816
Attn: Paul Burke

Lewiston Morning Tribune
P.O. Box 957
Lewiston, ID 83501
Attn: Sue Roberts

The Moscow-Pullman Daily News
P.O. Box 8187
Moscow, ID 83843
Attn: Wendy Nystrom

Idaho Press-Tribune
1618 N. Midland Blvd.
Nampa, ID 83652
Attn: Mary Ann Reuter

Idaho State Journal
P.O. Box 431
Pocatello, ID 83204
Attn: Margie Keenan

Bonner County Daily Bee
P.O. Box 159
Sandpoint, ID 83864
Attn: John Bowen

The Times-News
P.O. Box 548
Twin Falls, ID 83303
Attn: John Knerler

The **Legislative Tab** is published each year in *The Idaho Statesman* in early January. If you would like a classroom set, please **PRE-ORDER.**

Cost is 20 cents per copy and a minimum order is 5.

To order, please call 377-6255 or e-mail cbubb@boise.gannett.com.

Study the Pros

Feature stories are often defined by what they are not. They are not breaking news, they are not editorials and they are not reviews. They are timely and interesting stories that are relevant to readers' lives.

1. **Analyzing Feature Stories**

   - Select a headline from a feature story in the newspaper. Do not read the story.
   - Write 10 questions that you would expect to have answered in the story.
   - Read the story. Write the answers to your questions.
   - If any of your questions were not answered, where could you look to find the answers? Be specific.
   - Why do you think this story is running now?
   - What readers would find this story important in their lives? Why?

2. **Creating Interest**

- Select and read a feature story that is interesting to you.
- Examine the opening sentences of the story. How did the writer get your attention?
- Make a list of the words or phrases the writer used to describe the person, item or event featured in the story.
- Look at the ending of the story. What did the writer use to create an effective closing?

Writer's Planning Sheet

A good feature writer uses descriptive words and many details so readers will want to know more about the subject of the story. Use this planning sheet to prepare your feature story:

1. Identify the person, item or event you will write about.
2. List at least seven descriptive words you will use in the story.
3. List interesting quotes from the person or people involved in the story.
4. List five interesting pieces of information about the subject ranking them from most to least important.
5. Write an introduction that will get the reader's attention.
6. Finish your story. Be sure your ending makes a connection to your readers.

Assessment

- **Commendable**—Student writing far exceeds minimal level of performance. Content, language and organization are superior.
- **Acceptable**—Criterion is met at a minimal level. Student writing contains required elements but lacks originality.
- **Revisit**—Criterion is not met. Student writing is too weak or unfocused to be acceptable.

	Commendable	Acceptable	Revisit
The subject of the story is presented in a way that makes it interesting to readers.			
Descriptive words are used effectively.			
Quotes are used in a way that enhances the story.			
The story is presented in an organized way.			
The writer makes a connection between the readers and the subject.			

Suggested Performance-based Activities

Project Citizen (see Introduction)

Sample Lesson

Submitted by Jeri Kleppin (Weiser)

REGIONS OF IDAHO AND THE WORLD

Grade Level: 7-8, Subject(s): Social Studies, Model: Learning by Design

Instructional Design Summary:

Regions are areas on the surface of the Earth that are defined by certain unifying characteristics. Geographers decide how to define a region by observing physical and cultural characteristics and grouping together areas that have similar traits.

By completing exercises of sorting, students will gain an understanding of what a geographic region is, how it is defined and outlined. They will then proceed to working with maps to locate various regions within their own locale as well as a new area of study.

The Project by Design to be completed in small groups by the students is a travel brochure/flier that incorporates technology components, advertising the region selected.

Chronology of Activities:

- "Fit to be Tied" See Appendix "A" (Orientation and Brainstorming)
  Students will each donate a shoe to the pile in the center of the room and group or classify them in many ways, brainstorming "types" of shoes and categories.
- "Money Talks" (Preliminary Design)
  Utilizing the overhead projector, or working in small groups, sort a handful of coins and/or other objects, into logical sets.
- "Weiser on the Map"
  Beginning with marking their homes on a city map from the phone directory, students will list and then locate on the map, using a legend, places in town they would need to show to a visiting out-of-town friend. The legend will indicate areas of commerce, recreation, education, industrial, etc.
- Our Treasure Valley as a Region
  Students will list common elements of the towns within our region: farming techniques, crops, climate, terrain, businesses, etc.
- "Acrostically Region"
  When a new area of the world is to be studied, the students will analyze physical features and climate of the larger area and write an acrostic-type poem explaining what a region is.
- "Selling the Region" (Project Design described in the following.)

CURRICULUM STANDARDS:

Idaho Social Studies Achievement Standards, 686.02.a, b,d
Students will understand the human and physical characteristics of places and regions: analyze the physical characteristics of places, analyze the human characteristics of places, identify the criteria used to define types of regions.

DRIVING QUESTIONS:

- What physical and cultural features define a REGION?
- What other features might define a REGION?
- Why do people live where they do?
- What decides the economic activities of a REGION?

DESIRED PRODUCT: Students will create a brochure delineating and describing a major region of the continent, country, or area of study. Consider that the area is a unique region, exceptional in several ways. (Final Design) Present your information in a WORD document that should contain a related picture captured from the Internet, a related clipart inserted. The WORD document needs to include a title using WordArt as well as the designers' names. (Design Presentation)

POSSIBLE ASSESSMENTS/EVALUATIONS:

BROCHURE RUBRIC

POINTS POSSIBLE	30	20	10	0
CONTENT	Inclusive, accurate information. Exceeds standard writing practices, creative.	Accurate, includes a great deal of info. Uses standard writing practices.	Contains accurate, general information . Writing includes some errors	Contains little accurate and some less-than accurate information,
PRODUCT	Exceeds expectations.	Meets expectations.	Contains some of the expectations.	Contains none of the expectations.

GROUP MEMBERS SELF-EVALUATION:

Create a chart for evaluation of your group. It is to include the title of your brochure/product, individual names of group members, a listing of what each person accomplished, and how well they worked within the group.

KWL CHART

1. Complete the following chart to be turned in with your product/brochure.

Know	What	Learn

2. Using the information of the above chart, write an essay concerning this project.

MATERIALS NEEDED:

TEACHER: outline map transparency of area of concern
Overhead markers
Wall map of region of study
Text or other resources, printed or desktop

STUDENTS: outline map of area of concern
Markers/colored pencils
Text or other resources, printed or desktop

RESOURCES: Appendix "A"

http://www.ncrtec.org/capacity/profile/profwww.htm Contains general information concerning engaged learning activities, strategies, rationale, and assessments.

http://www.pdaonline.org/onlinecourses/class/bobb/scenario.html

Community projects for 8th grade students are located here for engaged learning activities.

http://www.nationalgeographic.com/gaw This site is jam-packed with many ideas for the teaching of the concept of "Regions", as well many other educational ideas and experiences. A real jewel!

APPENDIX "A"

WHERE IN IDAHO?

CHRONOLOGY OF ACTIVITIES:

"Fit to be Tied" (1 class period)
"Mountains of Idaho" (3 class periods)
"Deserts of Idaho" (3 class periods)
"Plateaus of Idaho" (3 class periods)
"Plains of Idaho" (3 class periods)

"FIT TO BE TIED"

Help students grasp the concept of geographic regions with some assistance from their own shoes! Geographers decide how to define a region by observing physical and cultural characteristics and grouping together areas that have similar traits. This exercise introduces the idea of regions and the different ways they can be described.

Procedure:

1. Have each student remove one shoe and place the footwear all together in the middle of the floor. Tell the students that the shoes represent characteristics of an imaginary country.
2. Have students divide the shoes according to an easily defined pair of criteria, such as shoes with laces and shoes without. Talk about what each shoe has in common with others in its category and why it belongs to one "region" and not in the other.
3. Next, have the students use less distinct criteria, such as dark-colored shoes and light-colored shoes, to classify, and then divide, all the shoes. Is it more difficult to decide which shoe belongs in which pile? Discuss how dividing a complex world into simple categories is not always easy.
4. Try having the students divide the shoes according to "cultural" characteristics, such as sport v. dress. Ask the students to think of other ways to divide the shoes - and to try dividing them.
5. Translate this to the world at large. Discuss how regions - like the shoes - can be classified by cultural traits as well as by physical ones. On the blackboard, make lists of possible characteristics of regions - one list for physical traits (ecosystem, climate), one for cultural traits (language, religion).
6. Hand out road maps of Idaho and show a large map. Ask students to draw or point out their own delineations of different regions in Idaho, such as Snake River Plain and Panhandle, or mining and farming regions. Compare the students' definitions. Ask what kind of criteria they used. Why did they include certain areas within their regions and exclude others?

Credit to Cheryl Drury, Winnetka, Illinois.

Block

4

Turning Points: The Interaction of People and their Environment in Idaho

To identify pivotal points in Idaho history that define the state's past, present, and future.

Objectives:

1. Identify the interactions of people with the Idaho environment.
2. Explain how the environment has impacted the Idaho population.
3. Describe how and why people utilized technology to modify their existence on the land.
4. Analyze the turning points in Idaho's history that define the social, economic, and political composition of the state, i.e. irrigating arid lands, hydroelectric power, atomic power, extension of voting rights, creation of the Frank Church Wilderness, impact of the railroad.
5. Examine the role of personal responsibility in promoting a healthy state.
6. Define and understand entrepreneurship and the economic opportunities in Idaho.

Idaho has a rapidly growing foundation of technology-based companies that currently employ one-tenth of the workforce and account for close to one-sixth of the state's private sector payroll. "Idaho can be a leader in the New Economy, but not without significant investment by the state, its citizens and businesses." Dr. Bill Shipp, Laboratory Director / Deputy General Manager for the Idaho National Engineering and Environmental Laboratory, 2001

Standard: 446.01

Acquire critical thinking and analytical skills.

Content Knowledge and Skills

- 446.01.c: Identify various methods used by historians to learn about the past.
- 446.01.d: Analyze, organize, and interpret information.
- 446.01.e: Identify different points of view and frames of reference.

Standard: 458.03

Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.

Content Knowledge and Skills

- 458.03.b: Explain how machines and technology have affected the natural resources of the United States.

Standard: 469.01

Understand the spatial organizations of people, places, and environment on the earth's surface.

Content Knowledge and Skills

- 469.01.f: Explain patterns of land use in urban, suburban, and rural areas.

Standard: 469.02

Understand the human and physical characteristics of places and regions.

Content Knowledge and Skills

- 469.02.c: Identify and analyze how technology shapes the human and physical features of a place.

Standard: 469.05

Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.

Content Knowledge and Skills

- 469.05.a: Analyze the consequences of human changes to the physical environment.
- 469.05.b: Explain ways in which human-caused changes in the environment in one place can cause changes in other places.
- 469.05.c: Identify and analyze the role of technology in changing the physical environment.
- 469.05.d: Analyze ways in which humans respond to their physical environment.
- 469.05.e: Examine the effects of natural hazards on human systems.
- 469.05.f: Analyze world patterns of resource distribution and use.
- 469.05.g: Identify the role of technology in acquiring resources.
- 469.05.h: Develop plans for the management of resources.

Standard: 469.06

Understand that geography enables people to comprehend the relationships between people, places, and environments over time.

Content Knowledge and Skills

- 469.06.e: Analyze the interaction between physical and human systems to understand causes and effects of current and future conditions on earth.
- 469.06.f: Integrate multiple points of view to analyze contemporary geographic issues.
- 469.06.g: Demonstrate an understanding of the spatial organization of human activities and physical systems to be able to make informed decisions.

Standard: 477.01

Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.

Content Knowledge and Skills

- 477.01.a: Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people of the United States.
- 477.01.b: Explain how the development of various modes of transportation increased economic prosperity and promoted national unity.

Standard: 484.01

Understand there are many influences on economic systems.

Content Knowledge and Skills

- 484.01.b: Explain the role of government policy in the economic development of the United States.

Standard: 513.01

Know the different types of economic institutions and understand how they differ from one another.

Content Knowledge and Skills

- 513.01.b: Identify the business characteristics of an entrepreneur.

Social Science Strands and Materials

Geography:

The geographic theme of HEI (human/environment interaction) helps students to understand that people have an impact on their environment and that the land also has an impact on the people.

Directions in Geography: A Guide for Teachers. National Geographic Society, Washington, D.C., 1991.

History:

Social, political and economic forces created turning points in Idaho's history that continue to shape the state and define its citizens lives.

Eleven traveling exhibits focusing on Idaho history are available through the Idaho Historical Museum. Each exhibit can be reserved for display in your classroom for up to six weeks. The cost is $35 per exhibit and each exhibitor is responsible for shipping costs to the next location. Exhibit topics include: The Struggle for Suffrage; and Idaho History Through Literature and Art. Contact the Idaho Historical Museum (208/ 334-2120) to schedule a traveling exhibit.

Civics:

The concept of responsibility will help the students identify their roles as citizens molding the state's future.

Foundations of Democracy: Authority, Privacy, Responsibility, and Justice. (Middle School Edition). Center for Civic Education, 1993.

Economics:

"Entrepreneurship...frames an ideal context for students to address perennial questions concerning their identity, objectives, hopes, relation to society, and the tension between thought and action. Entrepreneurship concerns thinking of what we are as persons. Its

consideration raises issues at the core of the liberal arts tradition." Excerpt from "Entrepreneurship Education: Opportunity in Search of Curriculum" by Dr. Marilyn Kourilsky.

Kourilsky, Marilyn L. Entrepreneurship: Debriefing Teachable Moments. Kaufmann Center for Entrepreneurial Leadership, 1996.

Suggested Entrepreneur Case Study:

"Seventy-Five years United"
Reprinted courtesy of *Hemispheres*, the magazine of United Airlines.
April 2001

At the End of World War I, The United States had a great fleet of airplanes and hundreds of trained pilots, but there was little for them to do. Many made a meager living barnstorming across the country, charging spectators at fairs and carnivals as much as $1 just to see an airplane up close. These wood, wire, and cloth planes, with their open one- and two-seat cockpits, had not been built to carry passengers. And most people remained wary of flying.

Aviation wasn't yet an industry; it was entertainment.

But aviation was bound to play a vital role in the future of the United States, and the government had to find ways to encourage and support its growth. The answer lay with the Post Office Department.

Just as pony express riders had forged a trail westward, an airmail service would allow the government to invest in the future of aviation while providing an immediate public benefit. In 1918 the Post Office opened an experimental airmail route between New York City and Washington, D.C.

By 1920 service extended from New York through Chicago to San Francisco following U.S. Air Mail Route No. 1. That route, called the Overland Trail by pioneers in covered wagons and engineers on the transcontinental railroad, would eventually become known to pilots as the Main Line.

When the weather cooperated, it took 78 hours of combined air and rail transport to complete the coast-to-coast journey. Pilots flew only in daylight hours, and despite a chain of primitive landing fields, bad weather or the end of the day often forced them to land in pastures and fields. Delays frequently caused letters to arrive days later than promised.

By 1920, air mail was still more of a gimmick than a viable business tool. The experiment was a financial flop, and Congress began to discuss ending it. Post Office officials knew that the only way to save the service was to make it faster and more reliable. But speedier, more modern planes were only in the planning stages. The answer was to begin flying through the night.

With no radios and few beacons on the ground to light the way, night flight increased the risk of what was already a dangerous occupation. Within the first three years of airmail service, 19 of the Post Office's original 40 pilots died in crashes.

But postal officials believed that a land lighting system could be installed to guide pilots to the dawn. And on February 22, 1921, they were ready to prove that flying mail through the night was a viable option. Two de Havillands started from each coast. Farmers along the way lit bonfires to mark the route. The two planes starting west from New York encountered foul weather and were forced to land. One of the San Francisco-based planes crashed on takeoff from Elko, Nevada. But the other plane, flown by a romantic, leather-clad man named Jack Knight, continued eastward through a snow-filled night, from North Platte to Omaha.

Knight landed only to learn that the ground manager had cancelled all flights east due to a blizzard – if the mail was going to get through, he would have to deliver it. He had never flown the next part of the route before, but by using a road map and following railroad tracks Knight, in his open-cockpit plane, was able to soldier on through bitter cold, snow, and fog all the way to Chicago and into history. There, Knight's mail sacks were transferred to a waiting plane. Reaching New York 33 hours and 20 minutes after departing from San Francisco, the flight forever established the viability of air mail. Almost immediately, Congress granted the Post Office the money to build airports and install beacons to make the service as safe as possible.

It was still extremely dangerous work, and a lot of daring young pilots lost their lives flying the mail. But by 1925 airmail planes were crisscrossing the country day and night, and there was tremendous pressure on Congress to turn the system over to private companies. The railroads were complaining loudly that they could not afford to compete with the government-owned operation. And the Post Office was itself heavily burdened by running a vast airline network.

Then Congress passed the Air Mail Act of February 2, 1925, also called the Kelly Act, "to encourage commercial aviation and to authorize the Postmaster General to contract for the mail service."

The Post Office would pay private operators to transport the mail, and for the first time in history there was real money to be made flying airplanes. Commercial aviation in the United States was born.

Of the many Contract Air Mail routes that were created, none was less appealing than CAM 5. It stretched from the small town of Pasco in eastern Washington state through Boise, Idaho, to Elko, Nevada – a 460-mile fun "from nowhere to nowhere" over barren, high desert and blizzard–blasted mountains.

There was logic behind the difficult route. Pasco was a rail center, roughly equidistant from Portland, Seattle, and Spokane. Mail trains leaving those cities in the evening arrived in Pasco early the next morning. There, mail would be transferred to the contract mail carrier

and then flown through Boise and on to Elko, where it was exchanged with mail coming to the Northwest on Post Office planes flying across the Main Line.

After carefully studying the various mail routes, Walter T. Varney, a flight school and air taxi service operator from San Francisco, concluded that CAM 5 was so uninviting that no one else would want it. He was right. His bid of eight cents per ounce was the only one submitted.

Varney bought six small Swallow biplanes able to accommodate one pilot and 600 pounds of mail each. The airplanes arrived unassembled at the new Boise Airport where Varney's chief pilot, Leon "Lee" Cuddeback – a former instructor at the flight school – and his mechanics put them together. Cuddeback's hangar had been erected not long before as part of a forward-thinking municipal project. The airport was about to bring Boise in to the aviation age.

They had three of the Swallows airworthy, and Cuddeback was in the hangar helping to assemble the fourth late on the afternoon of April 6, 1926, when a telegram arrived. It was bad news.

Earlier that day two Varney pilots (one scrunched in the mail pit) had taken off in a Swallow to position the aircraft in Pasco. A forced landing broke both pilots' noses and the two airmen were in the hospital.

The timing could not have been worse. Varney's airmail service was scheduled to begin the following day.

Cuddeback had no choice. He got in another Swallow and took off for Pasco, 280 miles to the northwest on the other side of the Blue Mountains. It was dark by the time the 27-year-old airman arrived – fortunately, resourceful locals had lined their cars along the runway's edges and turned on their headlights.

After a few hours of sleep, Cuddeback downed some coffee and returned to the airport oblivious to the significance of what he was about to do: pilot the first contract mail flight in the Northwest. The importance wasn't lost on others. When he reached the airport at 5:30 a.m., Cuddeback was shocked to find reporters, photographers, postal officials, and 2,500 onlookers.

Cheers filled the morning air as a stagecoach pulled by a team of six horses arrived to transfer 9,285 pieces of mail weighing a total of 200 pounds. Finally, after 20 minutes of trying, the balky Curtiss K6 engine caught and Cuddeback roared off for Boise.

Once en route and free of the morning's tension and unexpected spectacle, Cuddeback realized he hadn't used a restroom in Pasco and now the coffee was having its effect. He made a perfect three-point landing in Boise at 10 a.m. As he rumbled up to the company hangar, he was dismayed to see another crowd as boisterous as the one he'd left in Pasco. More photographers, more officials, more speeches, more discomfort. He loaded more mail

and a special express package from the local American Legion – two prize Idaho potatoes addressed to President Coolidge in Washington, D.C.

Cuddeback didn't get a moment alone during his stop in Boise, and by the time he took off for Elko at 10:55 he was ready to burst. Predictably, another crowd waited at the next airport, but Cuddeback was less anxious about these ceremonies. (He later revealed that en route to Elko he used one of his gauntlet like flying gloves for an unorthodox bur urgent matter. The glove was discarded over the side and Cuddeback arrived at Elko much relieved.)

Cuddeback's inauguration of airmail service was successful, but problems quickly arose.

After one week, Walter Varney had to concede that the Swallows were underpowered. He received permission from the Post Office to suspend operations temporarily and install more-powerful Wright Whirlwind J4 engines. Cuddeback and his pilots were back in the air within 60 days and the service continued uninterrupted until 1934, when Varney and three other affiliated airlines – Boeing Air Transport, Pacific Air Transport, and National Air Transport, were united under the name United Air Lines.

Thus United traces its beginnings back to those founding carriers and one wintry day in April 1926 when a resourceful pilot with too little sleep and too much coffee flew from nowhere to nowhere and helped change aviation forever.

Write Like a Reporter

Interview/ Oral History: Write a human-interest story; Use a collection of Idaho newspapers to speculate and design an advertisement announcing Idaho's next "Turning Point"; Create an Idaho newspaper

Study the Pros

Advertising is very important to newspapers—it pays many of the bills. You will find two kinds of ads in the newspaper. Display ads appear throughout the newspaper. These are ads for many types of businesses, goods and services, such as grocery stores, department stores, pet-care services and movie theaters. Classified ads are in a special section of the newspaper. The ads are placed by individuals and businesses. Car dealers and real estate brokers also advertise in the classified section. Classified ads are grouped together in classifications so that all the houses for sale are together; all the cars for sale are together, etc. This makes it easy for readers to find what they need.

It is important to remember that the news staff of the newspaper has nothing to do with advertising. A retail advertising department is responsible for the selling and often the creation of ads.

Effective display ads are designed to attract the reader's attention and encourage the reader to use the product or service. Advertisers refer to these elements as the AIDA formula: attract attention, arouse interest, create a desire and encourage the reader to act.

1. Analyze Advertising

- Select two display ads for different businesses, such as a grocery store and a bank. Compare the way they use the AIDA formula. Create a chart like the one below:

Advertising Element	Business #1	Business #2
Attract attention		
Arouse interest		
Create a desire		
Stimulate action		

2. Look at That!

- Take a section of the newspaper that you have not yet read. Open the section to any page at random. Look at the page quickly. Which ad first caught your attention? Why did you look at that ad first?
- There are many elements advertisers use to make an ad attractive to readers. Select three ads for different types of businesses. Then use the design elements listed below to compare their attention-grabbing qualities.
- Dominant art element—a huge photo or drawing.
- White space—an ad that has a lot of space around elements and type
- Large type
- Unusual typeface

3. Analyze Classified Ads

- Have each member of your class list three things to buy or sell. Then, as a group, set up categories to group the items, such as pets, houses, toys, etc.

- Compare your categories to the categories listed in the index of the classified section of your newspaper. What categories were the same? How many more categories were in the newspaper?

Writer's Planning Sheet

A Good ad creator must give readers a lot of information in a condensed and attractive way. Use this planning sheet to prepare your ad.

1. Identify the product or service.

2. List information about the product or service. What does it do? How is it used? What is interesting about it?

3. Why should someone want to buy it? How will it benefit someone?

4. How will you address the elements in the AIDA formula?

Assessment

- **Commendable**—Student design far exceeds minimal level of performance. Graphic and typographical elements selected are superior.
- **Acceptable**—Criterion is met at a minimal level. Student design contains required elements but lacks originality.
- **Revisit**—Criterion is not met. Student design is too weak or unfocused to be acceptable.

	Commendable	Acceptable	Revisit
The product or service is clearly identified.			
There is sufficient information to interest a reader.			
The benefits to the reader are clear.			
The ad has an attention-getting design.			
Information about where and when to purchase the product or service is provided.			

Suggested Performance-based Activities

Create an Idaho "Exploratory" course newspaper.

Culminating Activity

Visualize Your Future

All students should have an opportunity to dream about their future while they are still preparing for it. This activity can be used with youth of any age, but will need some modification regarding the number of years from now they are to think about for their future.

PROCEDURES:

1. Students will sit with their eyes closed and visualize themselves as a grown person in response to questions asked by the teacher.
2. After visualizing the future students should take 5 - 10 minutes to write down the answers to the "Questions About My Dream". Encourage them to think seriously about their ideas.
3. Now divide the students into groups of about 5 and ask them to compare their ideas about the future. Each group should identify one person to report to the whole class in a summary of what the group as a whole learned in the process of visualizing their futures.

INSTRUCTIONS FOR THE STUDENTS:

As students will be asked **to listen** and **to dream** in the first part of the activity. Then you will write your ideas on a form I will give you that will help you analyze your ideas. Finally you will get together with a group of students to talk about what you each learned from this activity.

1. You must listen carefully to others and not talk until told to do so later.
2. Your dream can be as big as you wish.
3. Please think about as many details as possible in answer to my questions.

INSTRUCTOR reads the FOLLOWING SCRIPT SLOWLY, ALLOWING TIME FOR THINKING:

"Let us close our eyes and picture a relaxing scene and remain quiet for a few moments."

PAUSE

"Now you will imagine your life as you would like it to be 10 years from now when you are grown up and out of school"

PAUSE

"Now it is morning and you have just awakened. What do you see?

PAUSE

"Now you go to your closet to get dressed. What do you see in your closet? What do you choose to wear to work today?
PAUSE
Now you are eating breakfast. What do you see?
PAUSE
You are now ready to leave for work. Where do you go? How do you get there?
PAUSE
Who do you see in your workplace? What are they doing?
PAUSE
What are your feelings about the work you are doing?
PAUSE
It is now lunchtime. What are you doing? How long do you take for lunch?
PAUSE
You are now at work and it is close to the end of the day. What are you doing? What time is it?
PAUSE
Where are you going now that work is finished? How do you feel about the day?
PAUSE
Now let's take a few minutes to review the day. What were your most important thoughts and ideas during this dream?

QUESTIONS ABOUT MY DREAM

1. What were my most important feelings about this day?
2. What type of work did I choose for myself? Why?
3. Did I work with people, ideas or things?
4. Did I use interests/hobbies/skills that I am developing now?
5. Did I work for someone else, or was I in charge of the business?
6. Was I satisfied with the job I chose? Why or why not?

Notes: As the students discuss this activity some of the types of information they will want to include are these questions. How many of them owned their own business? How many drove a fancy car? How many owned their own house or apartment? What does this mean about the amount of money they are earning? How many used skills or aptitudes that they have already started to develop? Were they happy with this life? What did they learn about themselves in this activity?

Adapted from: *Risks and Rewards of Entrepreneurship*, EMC Publishing, Saint Paul, MN. Call 1-800-328-1452

APPENDIX A

Idaho Achievement Standards

As of December 2001

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APPENDIX A: Idaho Achievement Standards for Social Studies

445. SOCIAL STUDIES STANDARDS - GRADE 5, SECTIONS 446 THROUGH 458.

The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of applications. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

446. CRITICAL THINKING AND ANALYTICAL SKILLS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Chronologically organize significant events and people who form the foundation of United States history.	i. Provide students with a mixed-up timeline and have the students put it in order. ii. Identify the significant events from the details of the event.
	b. Identify current events involving the nation.	i. Generated newsletters. ii. Participate in spontaneous discussions.
	c. Identify various methods used by historians to learn about the past.	i. Differentiate between the use of primary and secondary sources. ii. Take a field trip to a museum.
	d. Analyze, organize, and interpret information.	i. Examine population graphs to study growth of the United States. ii. Create an outline of a historical event.
	e. Identify different points of view and frames of reference.	i. Identify theories of migration to the North American Continent. ii. Read fictional accounts of the Revolutionary War written from different viewpoints.

447. EVOLUTION OF DEMOCRACY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the evolution of democracy.	a. Understand the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty.	i. List the privileges and rights of citizens in pre- and post-revolutionary America. ii. Read literary pieces that trace the evolution of women's rights in America.
	b. Know the difference between direct democracy and the constitutional (representative) democracy of today's United States.	i. Create a chart comparing the democracy of Ancient Greece with the democracy of today's United States. ii. Role-play a New England town meeting to find and hire a new minister.

448. EXPLORATION AND EXPANSION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of exploration and expansion in the development of the United States.	a. Identify early inhabitants of North America.	i. Create a chronological chart describing Pre-European inhabitants of North America and Native American inhabitants who encountered Europeans. ii. Prepare a map identifying the different geographic localities of North America.
	b. List the early explorers of North America.	i. Create a timeline of explorers. ii. Trace routes of exploration on a map.
	c. Describe the impact of early explorers on North America.	i. Hold a debate between a Native American and a European explorer. ii. Prepare a simple research project regarding an early explorer.

d. Identify the major land acquisitions to the United States.	i. Create overheard transparencies showing change of possession of land areas in North America. ii. Research reasons why the United States acquired this land.
e. Know the factors that contributed to western expansion in the United States in the early 1800s.	i. Brainstorm and evaluate possible factors for expansion. ii. Incorporate literary examples that address western expansion.
f. Explain the concept of Manifest Destiny and its contribution to the migration of people in the development of the United States.	i. Write a persuasive newspaper editorial regarding the advantages of migrating. ii. Pretend to be the President and write a speech explaining the Manifest Destiny to Congress and it's advantages.

449. MIGRATION AND IMMIGRATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of migration and immigration of people in the development of the United States.	a. Identify the religious, political, and economic motives of voluntary European immigrants.	i. Create a web or chart listing the different religious, political, and economic motives, and the voluntary immigrants who used each motive to come to North America. ii. Write a letter to a European ruler describing why you would want to take a group of colonists to North America.
	b. Explain what indentured servants were and how they participated in the early life of the United States.	i. Create a contract between an indentured servant and the person they are indentured to. ii. Write a journal entry describing your day as an indentured servant.
	c. Explain the history of the slave trade in the United States.	i. Trace and describe the triangular slave trade route on a map. ii. List the reasons why slavery expanded in the United States.
	d. Identify the motives of the major groups who participated in the western expansion by leaving the East and heading West.	i. Create a class mural depicting the different groups heading west. ii. Describe the Homestead Act and it's impact on the westward expansion.
	e. Identify the significant Native American groups that were encountered in the Western Movement.	i. Create a diorama depicting the lifestyle of a Native American group. ii. Create an oral narrative about the first encounter between a Native American group and a group of settlers.
	f. Identify some of the significant individuals who took part in the western expansion.	i. Research important individuals and play "Who am I?" ii. Create a class biography book about these important individuals.

450. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	a. Name some of the changes that have occurred to American society due to technological advances.	i. List the inventions of famous Americans and describe how their inventions had an impact on American society. ii. Choose a time period and create a time capsule of the inventions of that period.

	b. Explore major effects of the Industrial Revolution.	i. Design an advertisement for an invention explaining its contribution and the importance of its inventor. ii. Name some of the contributions made by individuals in bringing about industrial changes.

451. INTERNATIONAL RELATIONS AND CONFLICTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand significant conflicts in United States history.	a. Describe some of the changes that have occurred due to wars and conflicts.	i. Brainstorm changes that occurred due to a particular war or conflict. ii. Write a newspaper article about the changes that occurred after a war or conflict.
	b. Name significant American leaders during the Revolutionary War era.	i. Create a web of significant American leaders of the Revolution and their accomplishments. ii. Role-play significant American Revolutionary leaders and have other students interview them.
	c. Identify the events and name the reasons the colonists went to war with England.	i. Create a cause-and-effect diagram of events that led to war with England. ii. Create a mobile of the major events and reasons that led to the Revolutionary War.
	d. Explain how the westward migration led to conflict between Native Americans and the settlers.	i. List major conflicts between Native Americans and settlers and the results of each conflict. ii. Debate the need for conflict between a settler and a Native American.
	e. Describe the major contributions of significant United States Presidents.	i. Fill a stovepipe hat with Lincoln's contributions and accomplishments. ii. Perform a chorale reading of the Gettysburg Address.
	f. Discuss the causes and effects of various conflicts in American history.	i. Create a teacher-led web of the reasons for each of the wars. i. Invite a speaker who has personal experiences of one of the conflicts. ii. Create a bulletin board listing the causes and effects of the Civil War that students can manipulate and categorize. iii. Pretend you are living in the South and write a letter to a Northern relative explaining why you want to leave the Union.

452. CULTURAL AND SOCIAL DEVELOPMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the cultural and social development of the United States.	a. Explain important American customs, symbols, landmarks, and celebrations.	i. Bring in an example of a political cartoon using one of the symbols, landmarks, or celebrations. ii. Do an Internet search regarding the history of a United States symbol, landmark, or celebration.
	b. Identify some significant individuals who have been responsible for bringing about social changes in the United States.	i. Listen to a teacher read a biography. Generate a list of that person's accomplishments. ii. Given a list of social changes, discover who was responsible. Include ethnic, racial, and gender information about these individuals

	c. Identify influential cultural groups throughout American history.	i. Have a "Share Fair" of student-brought artifacts from different cultures. ii. Build or draw examples of three types of houses in North American culture. iii. Give examples of art, literature, and architecture that reflect different cultural groups throughout American history.
	d. Describe how Native Americans developed a variety of cultures before the coming of the European settlers.	i. Read several Native American legends and discuss their significance to Native Americans. ii. Describe the impact a geographic area would have on the development of Native American culture.
	e. Identify different examples of how religion has been an important influence in American history.	i. Chart or web the various religious influences in the settlement of the colonies. ii. Hold a mock debate between William Bradford and William Penn.

453. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the foundations and principles of the American political system.	a. Understand systems of government in Colonial America.	i. Compare systems of government in Colonial America and identify examples of representative government. ii. Make an outline of the governments found in Colonial America.
	b. Identify significant early American political leaders and explain their contributions to early United States history.	i. Play "American History Jeopardy" by viewing pictures of early American leaders and developing questions about them. ii. Post names of American leaders on a chart or bulletin board.
	c. Identify and explain the important concepts in the Declaration of Independence.	i. Rewrite the Preamble to the Declaration of Independence in every day language. ii. Evaluate and interpret the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty.
	d. Understand the meaning and significance of the Articles of Confederation.	i. Create a poster describing the significance of the Articles of Confederation. ii. Create a chart listing the strengths and weaknesses of the Articles of Confederation.
	e. Identify the important concepts in the United States Constitution.	i. Compare the conflict resolution in the Constitution to individual school methods of conflict resolution. ii. Identify the purpose of the national government. Include promoting order and security, controlling the distribution of benefits and burdens of society, providing means of peaceful conflict resolutions, protecting the rights of the individual, and promoting the common welfare.
	c. Explain how the United States is a republic.	i. Invite a guest speaker to explain the representative form of government. ii. Compare and contrast our representative form of government to the English form of government.
	d. Describe the historical development of the American Flag and explain what each part of the flag means.	i. Sing the "Star-Spangled Banner" and tell the story behind the song. ii. Create a mural of the historical development of the American flag.

454. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the organization and formation of the American system of government.	a. Identify the three branches of government and the functions and powers of each.	i. Create an interactive bulletin board of the three branches of government. ii. Create a floor game or maze using information about the branches of the government.
	b. Distinguish between and compare responsibilities of state and national government in a federal system.	i. Create a Venn diagram that show the different and shared powers between the state and federal government. ii. Debate a school issue and decide if it is the responsibility of the national government or the state to resolve it.

455. CITIZEN RESPONSIBILITIES AND RIGHTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that all citizens of the United States have responsibilities and rights.	a. Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens.	i. List the basic rights and then brainstorm the students' personal responsibilities. ii. Choose one of the rights of the Bill of Rights and write a reaction paper to its elimination.
	b. Describe ways in which citizens participate in public life.	i. Visit a courthouse and talk to a judge or watch a trial. ii. Participate in a community service-project.

456. ECONOMIC FUNDAMENTALS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand basic economic concepts.	a. Identify economic reasons for exploration and colonization.	i. Role-play Christopher Columbus's quest for financing his voyage. ii. Create a travel brochure that would entice people to move to the new world.
	b. Describe how conservation of natural resources is important.	i. Create a recycling center in the school. ii. Create a collage of wood-related products.
	c. Describe examples of improved transportation and communication networks and how they encourage economic growth.	i. Create a timeline of improvements to the transportation or communication networks. ii. Make a list of reasons why improved transportation helped the North win the Civil War.
	d. Explain the concepts of free enterprise and profit and loss.	i. Organize two classroom stores. ii. Invite a local banker to speak to the class.

457. ECONOMIC INFLUENCES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand there are many influences on economic systems.	a. Know the economic policies of England that contributed to the revolt in the North American colonies.	i. Create a poster announcing the Stamp Act. ii. Write a play about the events leading up to and including the Boston Tea Party.
	b. Explain the difference between a free enterprise economic system and a government controlled economic system.	

458. GEOGRAPHY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	a. Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information.	i. Locate and label on a map of the world specific locations using lines of latitude and longitude and the compass rose. ii. Locate and label on a map of North America a variety of climates, landforms, natural resources, and bodies of water.
	b. Identify the regions of the United States and their resources.	i. Locate and label on a map the following regions in the United States: Northeast, Northwest, Southeast, Southwest, Great Lakes states, Plains states, the Mountain states, and the Pacific states. ii. Create a map key for the natural resources of the students' region.
	c. Use latitude and longitude coordinates to find specific locations on a map.	
02. Understand the migration and settlement of human populations on the earth's surface.	a. Analyze the effects of agriculture and manufacturing on settlement in the United States.	i. Describe agricultural patterns of settlement in the United States. ii. Describe manufacturing patterns of settlement in the United States.
	b. Explain the concept of the change from an agrarian society to an urbanized society.	i. Graph the changes in population that occurred over time as people left the farms for the cities. ii. Brainstorm with students reasons why people left the farms for the cities.
03. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	a. Identify ways the land has been changed by people, technology, and natural forces.	i. Invite a guest speaker to bring old photographs of the local area and compare how it looked to today. ii. Read a journal entry or description of an area by an early explorer or settler and compare it to the region today.
	b. Explain how machines and technology have affected the natural resources of the United States.	i. Compare farming in Colonial America to farming in modern America. ii. Create a Venn diagram about the differences in natural resources between colonial times and modern times.

459. SOCIAL STUDIES STANDARDS - GEOGRAPHY – MIDDLE GRADES, SECTION 469.

460. GEOGRAPHY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	a. Describe the characteristics, functions, and advantages of maps, globes, photographs, satellite images, and models.	i. Explain map essentials (scale, grid system). ii. Evaluate merits of using specific map projections. iii. Choose appropriate maps and graphics to answer specific questions about geographic issues.
	b. Develop and use different kinds of maps, globes, graphs, charts, databases, and models.	i. Develop, use, and explain thematic maps (population, patterns, and vegetation). ii. Develop the theme of region by drawing service boundary maps (school or city boundaries).

	c. Identify the locations of certain physical and human features and events on maps and globes and answer related geography questions.	i. Identify location of cultural hearths (Nile, Tigris-Euphrates, Huang Ho, and Indus). ii. Explain the role of major ocean currents in human settlement (North Atlantic current's influence on Western European settlement).
	d. Use mental maps to answer geographic questions and to analyze how they reflect an individual's attitude toward places.	i. Use mental maps to describe the locations of current events. ii. Compare student drawn sketch maps with atlas maps to determine accuracy of place, and location. iii. Prepare sketch maps of local community to illustrate selective themes.
	e. Analyze and explain human settlement as influenced by physical environment.	i. Analyze distribution maps to discover why people live where they do (resources, terrain, and climate). ii. Use dot distribution maps to determine the patterns of agricultural production. Draw conclusions about the reasons for the patterns based upon soil and climate.
	f. Explain patterns of land use in urban, suburban, and rural areas.	i. Analyze the consequences of urban expansion on rural communities. ii. Identify and compare land uses that are frequently near each other or apart (hotels and restaurants, schools and prisons).
	g. Explain ways places are connected and interdependent.	i. Develop timelines, maps, and graphs to show where students were born and have lived, recognizing relationships between places. ii. Develop a list of places in the world that Americans depend upon for imported resources and manufactured goods.
	h. Describe the patterns and processes of migration and diffusion.	i. Trace the spread of language, religion, and customs from one culture to another. ii. Trace global migration patterns of plants, animals, and cultural traits from point of origin to destination (speed and direction of and why).
02. Understand the human and physical characteristics of places and regions.	a. Analyze the physical characteristics of places.	i. Use maps and other tools to identify and compare the physical characteristics of a place (soils, landforms). ii. Gather pictures of building styles that reflect the natural resources and hazards of particular regions. iii. Obtain old maps and photographs to gather information about physical changes (loss of forest cover, irrigated farmland) in your region over time.
	b. Analyze the human characteristics of places.	i. Use maps and other tools to identify and compare human characteristics of place (religion, language, politics, population, etc.). ii. Use maps to make inferences about the causes and effects of change over time (urban growth).
	c. Identify and analyze how technology shapes the human and physical features of a place.	i. Analyze effects of technology on places (railroads in the 19th century, irrigation in the Magic Valley). ii. Explain how isolated communities have been changed by technology (satellite dishes,

			internet).
	d.	Identify the criteria used to define types of regions.	i. List examples of spatial regions (hemispheres, continents). ii. Determine the relationships between physical and human characteristics of a region (sunbelt's climate and destination for retired people). iii. Discuss the impact of regional labels such as Idaho "The Potato State."
	e.	Evaluate characteristics of places and regions from a variety of points of view.	i. Role-play a local zoning controversy. ii. Develop a format for a talk radio show where people from various professions discuss the use of a region's resources.
	f.	Understand the effects of technology on cultural groups' perceptions of places and regions.	i. Trace the growth of the Magic Valley by considering the impact of irrigation in this arid region. ii. Consider how technology has changed cultures (snowmobiles and the Inuit).
	g.	Explain how culture influences people's perceptions of places and regions.	i. Give examples of how religions impact land use practices (Native American land use practices versus Christian concept of Manifest Destiny). ii. Evaluate examples of advertising designed to influence cultural attitudes (mountain landscapes/SUVs, luxury cars/golf). iii. Find examples of immigrant groups in the United States retaining customs of their home countries.
03. Understand the physical processes that shape and change the patterns of the earth's surface.	a.	Correlate physical geography and climatic conditions.	i. Build a three-dimensional climate map of a region relative to latitude, longitude, and altitude. ii. Create a plan for an expedition between two places, including mode of travel, appropriate clothing, and food necessities.
	b.	Explain functions and dynamics of ecosystems.	i. Build a food chain diagram. ii. Identify changes in the local ecosystem resulting from human intervention (changing creek bed-route to accommodate population living space).
	c.	Use physical processes to explain patterns in the physical environment.	i. Build a replica of the "Ring of Fire" that demonstrates the patterns of earthquake zones and volcanic activity. ii. Research animals of the Australian continent to show why their uniqueness is led by their physical location.
	d.	Analyze physical patterns in terms of what created them.	i. Analyze climate graphs for selected places and suggest reasons for similarities and differences in climates. ii. Design a poster that compares two regions of the world that have similar physical features.
	e.	Use knowledge of physical system changes such as seasons, climate, weather, and the water cycle to explain phenomena.	i. Research all aspects of a particular region (tropical rain forest, arid). Write a guidebook for a tourist in that area including animals, flora, and appropriate travel items. ii. Study the pros and cons of deforestation in Southeast Asia and South America and debate issues and solutions.

	f. Explain how an Earth-Sun relationship affect the earth's physical processes and creates physical patterns.	i. Use diagrams and maps to describe ways in which the sun's position with respect to the tilt of the earth affects seasons. ii. Explain the patterns of monsoon rainfall as a result of changing earth-sun relationships.
04. Understand the migration and settlement of human populations on the earth's surface.	a. Analyze the ways groups, societies, and cultures address human needs and concerns.	i. Role-play the processing of different immigrant groups through Ellis Island. Discuss cultural characteristics exhibited. ii. Plan a multicultural fair sharing food, games, and crafts from the many cultures of the local region.
	b. Explain migration streams over time.	i. Research the spread of the Inca Empire caused by the depletion of natural resources. ii. Compare the causes and effects of the movement of the Mongols across Asia into Europe in the 13th century and Chinese workers into western North America in the second half of the 19th century.
	c. Describe ways in which human migration influences character of a place.	i. Debate "European colonization in Africa" (apartheid South Africa). ii. Compile a series of photographs of buildings, structures, or statues that illustrate a cultural influence (mission style in California).
	d. Analyze the population characteristics of places to explain population patterns.	i. Create population pyramids for different countries and organize them according to similarities. ii. Use statistics to create population density maps for different countries or regions and suggest reasons for the population patterns evident on the maps.
	e. Describe the structure of different populations through the use of key demographic concepts.	i. Chart the life of a Mexican boy from his rural village to Mexico City in search of employment. ii. Trace the movement of immigrant groups to the United States since the end of the Vietnam conflict.
05. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	a. Analyze the consequences of human changes to the physical environment.	i. Describe the environmental effects of human actions in the areas of ozone depletion, global warming, deforestation, reduction in bio-diversity, acid rain, water and air pollution, and development of wetlands. ii. Select a local river on which to construct a dam. List the changes that would result and discuss the consequences.
	b. Explain ways in which human-caused changes in the environment in one place can cause changes in other places.	i. Show how a factory's air emissions will impact downwind communities in the form of acid rain. ii. Explain the effect of agricultural pesticides used in Eastern Idaho on water in Snake River communities. iii. Explain how dams on the Columbia River system affect Idaho's Chinook Salmon ecosystem.
	c. Identify and analyze the role of technology in changing the physical environment.	i. Compare and contrast nuclear power plants and the waste storage issues with water generated systems like those of the Hell's

		Canyon Dam system. ii. Describe the use of modern tilling equipment and techniques in expanding agricultural production.
	d. Analyze ways in which humans respond to their physical environment.	i. Collect information and write vignettes about how peoples' lives have been influenced by environments like the Plateau of Tibet, Russia's Siberia, Alaska's Bush, Africa's Sahara, or Australia's Outback. ii. Compare population distribution maps to waterway locations. Give examples of what is taken into account when people decide where to live.
	e. Examine the effects of natural hazards on human systems.	i. Describe the effects of drought on populations in African nations like Sudan or Ethiopia. ii. Map natural hazards to their common locations. Chart loss of life, economic impact, social effects, and long-term influence. Include tornadoes, hurricanes, typhoons, tsunamis, earthquakes, and volcanoes.
	f. Analyze world patterns of resource distribution and use.	i. Map the world patterns of such resources as natural gas, petroleum, coal, gold, diamonds, silver, and copper. Compare the standard of living between countries that produce to those that consume. ii. Relate conflicts between regions and countries to competition for resources (the 1991 invasion of Kuwait by Iraq).
	g. Identify the role of technology in acquiring resources.	i. Research open-pit gold mining in the Owyhees. ii. Collect and display satellite images used to locate petroleum reserves.
	h. Develop plans for the management of resources.	i. Develop a personal plan to conserve water and to recycle trash. ii. Examine the development of alternative energy sources such as solar power.
06. Understand that geography enables people to comprehend the relationships between people, places, and environments over time.	a. Describe ways in which the spatial organization of society changes over time.	i. Map the movement of Americans west from the 1840s through the 1950s. ii. Interview members of your community who were not born in the United States and chart their origins.
	b. Assess the role that environmental perceptions play in past events.	i. Explain how differing perceptions of resources have stimulated competition for natural resources (the conflicts between the Nez Perce and the gold miners and settlers during the 19th century). ii. Debate land use between cattlemen and sheepmen in the late 1800s.
	c. Analyze the effects of physical and human geographic factors on historic events.	i. Trace the human and physical conditions that led to the enslavement and forced movement of Africans to North and South America. ii. Examine the influence of the Irish potato famine on the movement of the Irish from their homeland.

d. Describe physical features that have influenced historical events.	i. List, map, and discuss the locations of mountains that have isolated populations of people (the Basques in the Pyrenees). ii. List, map, and discuss the river valleys that have been significant in the location of civilizations (Nile, Tigris-Euphrates, Huang Ho, Indus, and Snake).
e. Analyze the interaction between physical and human systems to understand causes and effects of current and future conditions on earth.	i. Create maps of the rain forests and speculate at the current rate of deforestation when they could disappear. Discuss consequences of loss. ii. Evaluate the geographic impact of using nuclear power as the major energy source in the 21st century (Chernobyl).
f. Integrate multiple points of view to analyze contemporary geographic issues.	i. Write dialogue for two people with different points of view on the same geographic issue (a wolf biologist who supports reintroduction and an elk hunter who sees it as a threat to herd populations). ii. Debate the use of Idaho's primitive area between a conservationist and a miner or logger.
g. Demonstrate an understanding of the spatial organization of human activities and physical systems to be able to make informed decisions.	i. Analyze a geographic issue like removing the lower Snake River Dams in Washington State. Develop arguments for or against and recommend specific actions. ii. Describe the future organization of earth if present conditions of consumption and population growth continue.

461. SOCIAL STUDIES STANDARDS - U.S. HISTORY - MIDDLE GRADES, SECTIONS 473 THROUGH 485.

462. CRITICAL THINKING AND ANALYTICAL SKILLS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Use visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.	i. Compare and contrast population data to determine settlement patterns from early North American settlement to the Civil War. ii. Use maps, charts, and graphs to explain the economic development of the North and South prior to the Civil War.
	b. Differentiate between historical facts and historical interpretations.	i. Compare and contrast the depiction of the Crossing of the Delaware with a factual written account. ii. Read a historical fiction novel about the mountain man and compare it to the realities of the time period.
	c. Chronologically organize significant events and people who form the foundation of early United States history and explain their historical relationships.	i. Construct tiered timelines to show the evolution of slavery in the United States from its beginnings until the Emancipation Proclamation. ii. Create a poster that illustrates the development of political parties in the United States from the ratification struggle of the Constitution until the election of Abraham Lincoln.

	d.	Identify an issue or problem of the past, obtain relevant historical data, and formulate a position or course of action on the issue.	i. Pretend you are a newspaper editor. Write an editorial for your newspaper giving your opinion on President Andrew Jackson's war on the Bank of the United States. ii. Create a time capsule for future generations with artifacts, letters, diary entries, and eyewitness accounts representing both the views of the Royalist and Patriots in the Revolutionary War.

463. EVOLUTION OF DEMOCRACY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the evolution of democracy.	a. Analyze the difference between direct democracy and the constitutional (representative) democracy of today's United States.	i. Create a chart comparing the democracy of Ancient Greece with the democracy of today's United States. ii. Role-play a New England town meeting to find and hire a new minister.
	b. Evaluate and interpret the concepts of popular consent, respect for the individual, equality of opportunity and personal liberty.	i. Imagine self as colonist and list rights and freedoms they wanted. Compile class list and compare with what colonists actually had. ii. Develop an argument supporting the rights listed in the Declaration of Sentiments written at the Seneca Falls Convention.
	c. Analyze the issues surrounding centralized government versus states' rights issues.	i. Compare and contrast the government created by the Articles of Confederation and the government created by the United States Constitution. ii. Conduct a mock debate over ratification of the Constitution. Opposing sides would represent the federalists and the anti-federalists points-of-view.
	d. Provide and evaluate examples of social and political leadership in early American history.	i. Develop a chart showing the differences between Alexander Hamilton's and Thomas Jefferson's views of democracy. ii. Select an American leader during The Great Awakening who effected significant social change and write a short defense of your choice.
	e. Evaluate the impact of gender, race, ethnicity, religion, and national origin on individual/political rights.	i. Write a journal describing in the first person the relocation of the Cherokee people along the Trail of Tears. ii. Analyze the voting criteria established by each of the original Thirteen Original Colonies.

472. EXPLORATION AND EXPANSION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of exploration and expansion in the development of the United States.	a. Trace the spread of early human societies and the rise of diverse cultures in the United States.	i. Debate the various theories on who the earliest human beings on the North American continent where and how they came to be there. ii. Create or complete a map that shows the major Native American cultural regions at the time of European exploration of the North American continent.

b. Identify significant countries and their roles and motives in the European exploration of the Americas.	i. Create a cause and effect chart for the Spanish exploration of the Americas. List the events and conditions that led to and resulted from exploration. ii. Compare and contrast English and French motives for exploration of North American and the consequent impact on native people.
c. Analyze and describe the interactions between native peoples and the European explorers.	i. Imagine you are a Native American living in California who meets Father Junipero Serra and is then converted to the Catholic faith. Describe how your life changes. ii. Research the advent of the horse in North America and list the ways the horse changed the way of life of the Plains Indians.
d. Summarize the major events in the European settlement of North America from Jamestown to the end of the 18th century.	i. Make a tiered timeline showing the progression of settlements in North America, the significant countries or people involved in their settlement, and the reasons for the settlement. ii. Reenact the trial of Anne Hutchinson.
e. Describe the United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans.	i. Create a map showing the route of Lewis and Clark, geographic features, Native American nations, and prior claims of European countries. ii. Write an essay describing United States policies that, if altered, could have avoided The Alamo.
f. Know the factors that contributed to western expansion in the United States in the early 1800s.	i. Debate the benefits to the United States of the Monroe Doctrine and the future expansion of the United States. ii. Prepare and give a speech to Congress explaining how the Louisiana Purchase is important to the goal of the Manifest Destiny.

473. MIGRATION AND IMMIGRATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of migration and immigration of people in the development of the United States.	a. Analyze the religious, political, and economic motives of voluntary immigrants from different parts of Europe who came to North America.	i. Using historical information, select a European country and write a skit demonstrating why a family should immigrate to America. ii. Develop a historical outline map indicating where the various Europeans settled in North America and their reasons for this settlement.
	b. Explain the motives and consequences for the involuntary immigration of indentured servants and enslaved Africans to the American colonies.	i. Complete a map showing the triangular trade between Europe, Africa, and the Americas. Identify the various cargoes and their origins and destinations. ii. Design a poster that shows the reasons why the North used indentured servants and the South incorporated slavery.

	c. Describe the history, interactions, and contributions of the various groups of people that have lived and migrated throughout North America.	i. Make a chart listing various migrating groups showing where they settled, reasons for moving, and the development of communities as a consequence of their migration. ii. Write a letter to family members left behind in the East convincing them to journey on the Oregon Trail and join the rest of the family in Oregon. Use historical research as a basis for this letter.
	d. Explain the concept of Manifest Destiny and its contribution to the migration of people in the development of the United States.	i. Develop an advertising brochure designed to convince people to move west using the theory of Manifest Destiny as part of the argument. ii. Describe the impact of the United States government's land policy on settlement patterns of the United States.

474. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	a. Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people of the United States.	i. Role-play an assembly line production system and then explain how that differs from being a master craftsman. ii. List the inventions of famous American inventors and explain how they had an impact on the American economic system (some suggestions: Samuel Slater, Eli Whitney and Robert Fulton).
	b. Explain how the development of various modes of transportation increased economic prosperity and promoted national unity.	i. Develop an electronic presentation detailing the history of transportation in the early United States through the Civil War. ii. Develop a chart that demonstrates the time it took to travel from Kansas City to the west coast using various modes of transportation and explain why that was significant.

475. INTERNATIONAL RELATIONS AND CONFLICTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand significant conflicts in United States history.	a. Analyze the causes and consequences of the French and Indian War (Seven Years' War).	i. Write two speeches, one English viewpoint and one French viewpoint convincing the Native Americans to become allies in the French and Indian War. ii. Design a recruitment poster to enlist soldiers to fight on your side during the French and Indian War.
	b. Identify and analyze the causes and consequences of the Revolutionary War.	i. Debate whether or not to declare independence from England. ii. Write an essay describing the economic problems of the new United States following the Revolutionary War. In your essay solve the nation's money problems based on historical research.

c. Identify and analyze the causes and consequences of the War of 1812.	i. Compare and contrast reasons for the Revolutionary War and the War of 1812. ii. Write a newspaper article describing the burning of Washington, the nation's capital, during the War of 1812.
d. Explain how the westward migration impacted Native Americans.	i. Identify and evaluate a specific example of forced relocation of Native Americans, for example, the Trail of Tears. ii. Analyze the Northwest Ordinance in relation to Native American policy and cite examples of violations.
e. Identify and analyze the causes and consequences of the Civil War.	i. Compare the economic, social, and cultural differences between the North and the South prior to the Civil War and explain how those differences led to armed conflict. ii. Role-play a discussion between two family members who have chosen different sides in the war.
f. Identify key leaders and significant events that influenced the outcome of the Civil War and the continuing relationships between northern and southern states.	i. Write a newspaper article covering Lincoln's Gettysburg Address. ii. Describe Sherman's March to the sea and its lasting impact upon the South.

476. CULTURAL AND SOCIAL DEVELOPMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the cultural and social development of the United States.	a. Know the different cultural and social influences that emerged in the North American colonies.	i. Create a pie graph showing the ethnic origin and the great ethnic and cultural diversity of the colonies in 1775. ii. Organize an exposition where all thirteen colonies are represented and their various cultural and social diversities are displayed.
	b. Describe the experiences of culturally, ethnically, and racially different groups trying to assimilate as part of American society prior to the Civil War.	i. Write a song that depicts the contributions and struggles of a particular minority group. ii. List five factors that helped in the assimilation process and five that made it difficult.
	c. Know the common traits, beliefs, and characteristics that unite the United States as a nation and a society.	i. Make a list of common traits, beliefs, and characteristics of an American and write a poem using this list. ii. Write a 4th of July oration of what it is to be an American.
	d. Analyze the issue of race in the social and cultural development of the Pre-Civil War United States.	i. Research the U.S. Constitution, find where slavery is addressed, and explain how the recognition in the Constitution influenced the role of slaves in American society. ii. Stage a debate between abolitionists and proponents of slavery in the presidential election of 1860.

477. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the foundations and principles of the American political system.	a. Identify and explain the role of the ideas expressed in such documents as the Magna Carta and the Mayflower Compact on the development of constitutional democracy in the United States.	i. Write a letter from King John in 1215 describing to his brother what the Magna Carta did to alter the kingship of England. Base the letter on historical research. ii. Develop a petition representing the ideas set forth in the Mayflower Compact and seek the signatures of 41 people.
	b. Identify fundamental values and principles as expressed in basic documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.	i. Write a brief opinion statement identifying which part of the Bill of Rights is most important and why. ii. Rewrite the Declaration of Independence in modern day language. Display this work on the class bulletin board.
	c. Identify fundamental values and principles as expressed in significant writings and speeches such as The Federalist Papers, Washington's Farewell Address, and Lincoln's Gettysburg Address.	i. Develop a poster, using a variety of materials, which exemplifies the fundamental values upon which the United States system of government was established. ii. Research the history of Lincoln's writing of the Gettysburg Address and report to the class.
	d. Evaluate issues in which fundamental values and principles are in conflict such as conflicts between liberty and equality, individual rights and the common good.	i. Research and share a current event or issue that demonstrates a fundamental right, guaranteed by the Constitution that is in conflict today with certain segments of American society. ii. Interview a city leader in the community about the concept of individual rights versus the common good.

478. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the organization and formation of the American system of government.	a. Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government.	i. Create a chart showing the three branches of government and how the powers are distributed and shared among them. ii. Role-play a member of congress and argue why the powers of the president should be reduced (or expanded). Base all arguments of careful research.
	b. Know how and why powers are distributed and shared between national and state governments in the United States.	i. Develop a chart that shows the shared powers (taxation, regulated voting) the functions commonly exercised by state governments (education, law enforcement, health, highways) and those powers prohibited to state governments (foreign affairs, coining money, raising an army).

479. CITIZEN RESPONSIBILITIES AND RIGHTS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that all citizens of the United States have responsibilities and rights.	a. Know the factors that have influenced American voluntarism such as colonial traditions, frontier conditions, and religious beliefs.	i. Dramatize a colonial village and include the ways the colonists volunteered to help one another. ii. Prepare a newspaper article that features citizens from the colonial village who are deserving of special recognition for good citizenship.
	b. Explain the relationship between individual freedom and personal responsibility in the United States.	i. Role-play a first amendment right that is being challenged by a segment of society. ii. List the pros and cons of gun control in the United States.
	c. Describe ways in which citizens can participate in public life.	i. Conduct a mock trial where different members of the group take on the role of judge, prosecutor, defense attorney, defendant, witnesses, and the media. ii. Develop a list of ways a person can volunteer in the community.

480. ECONOMIC FUNDAMENTALS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand basic economic concepts.	a. Describe the economic characteristics of colonialism.	i. Develop a visual that shows the routes taken colonial merchants who participated in the Triangular Trade and explain what goods were transported on each leg of the triangle. ii. Research and write a report on mercantilism.
	b. Know the economic motivations for the constant expansion of the western border of the United States.	i. Describe the competition between the Hudson Bay Company and the Northwest Fur Company and how the control of fur trapping areas was meant to control settlement. ii. Create an ad for an eastern newspaper enticing people with free land in the Oregon Country.
	c. Explain how the human and material resources of the Union and Confederacy affected the course of the Civil War.	i. Research and then display on a chart the goods the south was dependent on the north for providing. ii. Make a museum display about growing cotton that includes a map showing where cotton was grown in the United States in the mid 1800s.

481. ECONOMIC INFLUENCES.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand there are many influences on economic systems.	a. Know the economic policies of England that contributed to the revolt in the North American colonies.	i. Develop a poster informing the colonists of the new taxes being imposed by Britain in the 1760s. ii. Write an editorial for the newspaper opposing taxation without representation.

	b. Explain the role of government policy in the economic development of the United States.	i. Complete a classroom simulation on the following: The community needs a new bridge across the river. Determine who will pay for the bridge, where will the money come from, who will be employed to build the bridge. ii. Make a chart that shows the goods and services provided to the population of the country by the government, both state and federal.

482. GEOGRAPHY.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the spatial organizations of people, places and environment on the earth's surface.	a. Develop and use different kinds of maps, globes, graphs, charts, databases and models.	i. Use databases to gather census data, land-use data and topographic information to explain the distribution of people in the United States during the 19th century. ii. Develop a model of the 13 original colonies showing the major geographic features of the land.
02. Understand the migration and settlement of human populations on the earth's surface.	a. Describe ways in which human migration influences character of a place.	i. Examine the culture of the American West. ii. Compare and contrast the lifestyles of Northerners and Southerners in the decade preceding the Civil War.
03. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	a. Analyze ways in which humans respond to their physical environment.	i. Collect data on climate, land-use and population distribution in the original 13 colonies looking for similarities and differences. Speculate as to why certain regions supported certain activities. ii. Develop a map showing the major river ways used by early Americans, early dams and modes of transportation on the river ways.

513. ECONOMIC INSTITUTIONS.

Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Know the different types of economic institutions and understand how they differ from one another.	a. Know the characteristics of various types of business structures.	i. Compare and contrast a sole proprietorship and a corporation. ii. Classify various businesses in the community by type. iii. Compare the role of a non-profit organization to that of a for profit business.
	b. Identify the business characteristics of an entrepreneur.	i. Research and write a biography of an entrepreneur. ii. Explore how a person starts a business. iii. Identify the risks and returns of owning your own business.

	c. Identify the role of the stock market.	i. Develop a mock stock market game. ii. Describe how the stock creates capital for businesses. iii. Evaluate and monitor stock values.
	d. Explain the role of banking institutions.	i. Differentiate among various types of banking services. ii. Identify and research the services of a local banking institution.
	e. Explain the purposes of labor unions.	i. Differentiate between adversarial and interest-based bargaining. ii. Evaluate collective bargaining in sports.

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